

Read Write Inc.

Sylvester Primary Academy



Approved by:

Date:

Last reviewed on: 30th September 2019

Next review due by: 30th September 2020

Phonics Policy – Updated September 2019

1 Aims and objectives

- 1.1 At Sylvester Primary we believe that children need to have both good word recognition and good oral language comprehension in order to read well. The ‘Learn to read’ phase at Sylvester Primary Academy is time-limited; we believe and aim to have children out of this phase by the age of seven; at the end of Key Stage One. We believe that this sets children up to then ‘Read to learn’, where books become the key driver in comprehension and vocabulary growth.**

2 Teaching and learning approaches

- 2.1 At Sylvester Primary Academy we use one coherent and consistent pedagogic approach to deliver phonics. We use the proven and tested approach of Read Write Inc Speed Sound lessons to deliver phonics.**
- 2.2 Our phonics teaching is underpinned by five underlying principles**
- i. Pace – this is key in many ways. At Sylvester we believe that for children to ‘read to learn’ as soon as possible they need to know the sounds thoroughly and learn to decode effortlessly. Phonics lessons at Sylvester do not have any ‘down time’. Lessons are rigorous and energetic.
 - ii. Praise – at Sylvester we believe that children learn more quickly if they are praised for what they do well. Teachers and teaching assistants delivering Read Write Inc catch children displaying the behaviour needed for learning and praise regularly.
 - iii. Purpose – we make sure that children are told the purpose behind each part of their learning in phonics lessons. This is made clear through modelling and thinking out loud.
 - iv. Participation – this is key to the teaching of effective phonics. All children take part in all parts of the lesson. In phonics lessons children work with a partner to partner teach, model and feedback to each other.
 - v. Passion – at Sylvester all phonics teaching is done with passion. We believe the greater the passion, the faster the progress.

3 Phonics planning

- 3.1 Our phonics lessons incorporate the statutory requirements of the National Curriculum for English.**
- 3.2 All teachers and teaching assistants follow the planning outlined in the Read Write Inc Speed Sound Handbook. This is to ensure consistency and full coverage of the National Curriculum for English.**

4 Differentiation

Sylvester Primary Academy

- 4.1 Effective differentiation is achieved as a result of our rigorous and consistent assessment system. Children are regularly assessed (every half term) and grouped into roughly homogenous groups for learning the next stage of the programme. Children are mixed from different year groups where necessary.

5 The Foundation Stage

- 5.1 The children in the Foundation Stage start learning their initial sounds in our Nursery setting.
- 5.2 Children in Reception taught together in Term 1 by the class teacher for around six weeks then split according to the progress they have made. The class teacher and teaching assistant(s) then assess and regroup the children according to their progress. In Term 2, the Reception class are taught by the teacher and teaching assistant(s) Speed Sound lessons then text level Word Time!, Ditties and Storybooks.

6 Assessment

6.1 Responsibilities and roles

The person responsible for overall assessment of phonics is the Phonics Lead. She is responsible for the timetabling and management of staff, in addition to ensuring that the assessments are accurate and rigorous.

At Sylvester we use the Sound and Word Assessments from the Read Write Inc Phonics Handbook to track and monitor the progress of children in Reception – Year 3. These assessments have been adapted by the Phonics Lead to make them more 'user friendly' to Reception children, though the content remains the same.

The assessments are carried out by two trained teaching assistants as well as the Reception teacher, under the supervision of the Phonics Lead.

In addition to the Read Write Inc Sound and Word Assessments, we use the previous Phonics Screening Check materials to measure children's attainment in relation to the expected standard in that statutory assessment for Year 1. This is used for all Year 1 children, the Year 2 children who did not meet the standard in Year 1 and the Year 3 children who did not meet the standard in either Year 1 or Year 2. Once children have reached the point where they are meeting the national standard (32 marks out of 40 marks or above), we no longer assess them against this standard.

These assessments are carried out by the Year 1 and Year 2 teachers – the Year 2 teacher is responsible for assessing the Year 3 children if applicable.

6.2 Timetabling

All children are assessed at the end of every half term. Phonics lessons take place during this week, there is no need to suspend lessons while assessing.

Sylvester Primary Academy

The Phonics Lead then collates all the results on the relevant tracking grids and RAG rates each child according to how much progress has been made. Children are then regrouped to be taught in broadly homogenous phonics groups, mixing children from different years if necessary.

6.3 Notes on the Read Write Inc Sound and Word Assessments

The assessments are cumulative. Children must start from the top of the chart each time. This ensures that there are no gaps in their knowledge of sounds. We alternate between Sound and Word Assessment 2 and 3. This is because children are assessed regularly during their time in EYFS and KS1 so it is important to alternate tests to ensure that they do not start to memorise them.

7 Resources

7.1 Teaching resources

At Sylvester we use resources published by Oxford University Press to support Read Write Inc. Speed Sound Cards, Picture-Sound Cards, Green are Red Cards and magnetic sound cards are integral to the 'teacher's toolkit' of resources.

All areas of the school where phonics is taught has the same sounds pictures friezes on display ensuring that we are using the same, consistent mnemonics and all children have access to speed sound posters to aid them in their reading and writing in the wider curriculum.

8 Monitoring and review

8.1 Monitoring of the standards of the children's work and of the quality of teaching in phonics is the responsibility of the phonics curriculum leader. The work of the subject leader also involves: supporting colleagues in the teaching of phonics, leading professional development based upon current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject leader carries out an annual review of the subject and gives this to the principal. The subject leader and the lead principal annually review the strengths and weaknesses in the subject, and indicate areas for further improvement. The subject leader then provides an action plan for subject development. The leader has specially-allocated regular management time in order to enable her to monitor and scrutinise the children's work and undertake lesson observations.

9 Equal opportunities

9.1 At Sylvester Primary Academy we are committed to ensuring, as far as possible, that there is equality of opportunity in all areas of the curriculum, including phonics. Gender issues are closely monitored in relation to the

Sylvester Primary Academy

delivery of phonics and progress made by individual pupils and groups of vulnerable pupils.

10 Roles and responsibilities

10.1 It is the role of the Governors to:

- have a strategic overview and agree the policy for the teaching of phonics, ensuring the policy is known to staff and parents
- monitor phonics targets and ensure that they take account of national and local targets
- monitor the teaching and learning in phonics including the standards attained at the end of each Key Stage
- ensure the phonics action plan is a feature of the school improvement plan

10.2 It is the role of the Principal to:

- oversee monitoring and evaluation procedures
- provide support for the Subject Leader(s)
- be accountable to governors so that they can fulfill their monitoring role

10.3 It is the role of the Phonics Lead to ensure that:

- the English Subject Leader is kept fully informed of the progress of children in Phonics lessons
- teachers and teaching assistants have secure subject knowledge of phonics
- there is equality of opportunity with regards to race, culture, gender, physical abilities and learning needs
- contemporary initiatives and information are disseminated to staff
- regular assessment and regrouping is undertaken with rigor and accuracy
- the policy is updated
- they are the lead professionals in monitoring and exemplifying standards and practices
- they monitor and evaluate the teaching of phonics in the school and use this analysis to identify effective practice and areas for improvement
- they create an annual phonics action plan and review it each July with the principal

Sylvester Primary Academy

10.4 It is the role of teachers and teaching assistants to ensure that:

- plans are readily available and set out in accordance with the agreed format
- issues pertaining to low/exceptional achievement in phonics are communicated to the subject leader and Special Needs /Gifted and Talented Coordinators if appropriate
- phonics is taught according to the format outlined in the Read Write Inc Speed Sounds Handbook and the Read Write Inc Phonics Handbook (New Edition)
- regular and appropriate assessment and recording is undertaken
- they keep up to date with current thinking, informing phonics lead of training requirements

Signed:

Date: