



**Respect**  
*For All*

**Ambitious**  
*In Aspirations*

**Bold**  
*In Actions*

“...with God all things are possible” Matthew (19:26)

Completed by:	Claire Wardle
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## **Phonics**

The systematic teaching of Phonics and Spelling is an essential element of both reading and writing. Writing down ideas fluently depends on effective transcription: spelling quickly and accurately by knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. At St Georges CE Primary School, we recognise the importance of phonological decoding as one of a number of strategies to develop early reading and writing skills. High quality phonics teaching secures the crucial skills of word recognition that, once mastered, enables children to read fluently and automatically.

Approaches to Phonics: At St Georges, we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging Teaching and Learning

### **Aims and Objectives To teach children to:**

- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace - good pace is essential to the lesson
- Praise/Positive Teaching - children learn more effectively in a positive climate
- Purpose - every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- Passion - this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

### **Roles and Responsibilities**

The Head Teacher oversees target setting and tracking with RWI Lead.

The RWI Lead:

- oversees the assessment of all Reception & KS1 & Year 3 and 4 pupils (still requiring phonics interventions, this is supported and directed by the School's SENDCo) and designates pupils to the correct groups. Tracks children's progress and analyses data.
- assigns leaders to groups - 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the RWI group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards
- Works alongside SENDCo to organise interventions for groups of children who are not making progress or who are working below ARE.

Reading group leaders - made up of teachers and TAs that teach and have responsibility for a number of homogenously grouped children.

### **Delivery of Phonics**

- Initial sounds are to be taught in a specific order.

- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds) • Letter names are to be introduced with Set 3.

## **Planning**

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. The format for planning ditties or storybook lessons are all available in the planning files distributed by Phonics Lead.

## **Organisation of Teaching and Learning**

Pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed half termly throughout the year and the groups are reorganised accordingly. Phonics take place daily and lasts for 45 minutes (Monday - Friday 11.30 - 12.15)

## **Assessment and Recording**

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children.

The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to keep evaluation log of each session completed.

The RWI lead will inform staff when to carry out assessments in order to regroup the children but this usually takes place every 6 - 8 weeks. This assessment follows the assessment laid out in the Phonics handbook.

## **Resources**

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, the one to one tutoring kit, Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software. All resources have been given to group leaders.

### Progression through the scheme - ARE expectations

	Reception	Year 1	Year 2
Baseline	A		
Aut 1	B	Purple	Blue
Aut 2	C	Pink	Grey
Spr 1	Ditty	Orange	Grey
Spr 2	Red	Yellow	Off prog
Sum 1	Green	yellow	
Sum 2	Green/purple	blue	

### Book Bag Books and home school reading

Children will be given two RWI Book Bag Books per week. These will be changed two times a week (Tuesday and Thursday) by the group leaders. Books will only be changed if there is evidence in the children's reading record that the book has been shared at home. All group leaders are to keep a log of which children have read. Group Leader to discuss with a child's class teacher if they are repeatedly not reading at home. It is the class teacher's responsibility to ensure that the child is given an additional read within the classroom.

In addition to RWI Book Bag Books children will continue to take home a book from the colour scheme. These are to be changed daily (if shared at home) and are to be changed by the class teacher. A guide below indicates the correlation between RWI and the books within our colour scheme. Teachers should use the guide below to support home/school learning assessment along with the PM Benchmarking Kit.

### Read Write Inc Oxford Reading Tree Correlation

Sound Blending A	
Sound Blending B	
Sound Blending C	
Photocopied Ditties	Pink

Red Ditties	Red
Green	Yellow
Purple	Blue
Pink	Green
Orange	Orange
Yellow	Turquoise
Blue	Purple
Grey	Gold