



Newton Primary School

Together We Can

Phonics Policy

At Newton Primary School, we know that reading opens up a wealth of language and experiences for children and that nurturing a love of reading from an early age is the key to all learning. Therefore, the timely teaching and learning of phonics is a high priority and begins as soon as the children enter our Reception class. We use a consistent and structured approach to support a smooth transition as children gain skills and progress through the stages.

Aims:

Our aims for the teaching and learning of phonics in school are:

- For all phonics lessons to consistently follow the same approach.
- For all children, from Reception to Year 2, to have a daily session of phonics.
- To ensure that children are given plentiful opportunities and encouragement to use and apply their phonics learning in reading and writing.
- To ensure that blending and segmenting are 'reversible processes' and there is no gap between spelling and decoding.
- To ensure that the reading books that children are given are decodable and correlate with the phonics stage at which they are working.
- To ensure that all children entering KS2 can confidently decode unfamiliar texts so that they are more able to focus on reading for understanding, purpose and, most importantly, pleasure.

Overview of Phonics at Newton Primary

As a school, we have adopted the Read Write Inc. approach to the teaching of phonics. Read Write Inc. (RWI) is a systematic synthetic phonics programme through which the children learn the English alphabetic code. First, they learn one way to read the 44 common sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They will also learn 'red words' (or 'tricky words') which cannot be sounded out as they break the phonetic rules of the English language.

To support children across the school in applying their phonics, every classroom from Reception to Year 6 displays the RWI complex sounds chart. In EYFS, the simple sounds and images from the RWI scheme are displayed.

As well as a 'reading for pleasure' book, children are also given a new decodable book each week to read at home.

Daily Teaching of Phonics at Newton

- All children in EYFS and Year 1 are grouped based on the stage at which they are working. If there are any children in Year 2 or KS2 who need continued phonics support, they will also join a group or receive intervention.
- Sounds taught are pure – for example, ‘c’ not ‘cuh’. This is extremely important in developing the ability to both recognise and blend sounds in words.
- Children in Reception will most usually begin with Set 1 sounds (see Appendix).
- In order to learn the skill of blending, ‘**Fred Talk**’ is used. This is based on the idea that ‘Fred the Frog’, a RWI character, can only speak and read in pure sounds, for example: c-a-t. Teachers and teaching assistants ‘Fred Talk’ frequently throughout the day to encourage children to practise their blending skills.
- Once children are secure with Set 1 sounds, they will move onto Set 2 (see Appendix) and then finally onto Set 3 (see Appendix). At this stage, they will be introduced to the letter names and alternative graphemes.
- Throughout Set 1, 2 and 3, children will continue to practise blending sounds to read and segmenting. They will also learn ‘red words’ which are undecodable or ‘tricky’ words.
- In Set 1 phonics sessions, children will also learn how to form the letters, using the accompanying RWI rhymes and images.
- In our lessons on Monday – Thursday, a new sound is taught each day or a sound is revisited if there are gaps. On Friday, the sounds of the week are reviewed and children are given a short test based on the sounds from the previous week.

Homework

All children will take home RWI practice sheets for the sounds they are learning that week. On a Friday, they will complete a short spelling test to check they are secure with the previous week’s sounds.

Assessment

- Children are baseline assessed using the *RWI. Phonics assessment 1 or 2* when they start in Reception. Year 1 children are also assessed in the first two weeks of September.
- All children in Reception and Year 1, and any children in Year 2 who are continuing their phonics, are then assessed half-termly using the *RWI. Phonics assessment 1 or 2*, in order to measure progress and identify ‘spotlight children’ – those who may require further intervention and support.
- At the end of Year 1, the children will take the statutory National Phonics Screening Check. We will carry out practise checks in October, January and April.
- If children are still working towards the phonic test by the end of Year 1 then they will access interventions to enable them to retake the test in Year 2.

Key Stage Two

Once children are secure with the sounds taught in phonics and are able to read accurately and with increasing speed, they will move onto our spellings programme. As a school, we follow 'Spelling Shed'. This teaches children spelling rules in an engaging and interactive way. The programme meets the National Curriculum objectives for Years 2-6.

Children in KS2 who are not secure in their phonics receive short interventions and extra reading activities. The RWI 'Fresh Start' intervention is also used with children in UKS2 to support reading, writing and spelling.

Role of Phonics Lead

- To review the phonics policy on an annual basis.
- To write an action plan and review it each year.
- To keep an up-to-date checklist of resources and order appropriate resources.
- To keep up-to-date on developments within the subject nationally, particularly with any developments regarding the statutory Screening Check.
- To provide support and guidance for staff in relation to the teaching and assessment of phonics.
- To ensure phonics is being taught daily and with a consistent approach between the groups.
- To monitor teaching and learning through learning walks.
- To collect and analyse data on a half-termly basis in order to track progress and to put further support for children in place where necessary.
- To make and maintain links with the English hub in order to further support the teaching of phonics in school.
- To maintain good communication with parents regarding the subject, for example by leading phonics workshops.

Appendix

Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				