

PHONICS POLICY

This policy was approved by Governors on 12th March 2026 and will be reviewed in Spring Term 2027

1. Introduction

- 1.1 The purpose of this document is a statement of the purpose, nature and management of the teaching and learning of phonics throughout the school.
- 1.2 The policy also enables teachers to comply with the National Curriculum 2014 section 6.0 - set out by the DFE which states that all staff have a responsibility to develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

2. Aims

- 2.1 To use Read Write Inc. so children learn to read effortlessly to enable them to put all their energy into comprehending what they read.
- 2.2 To provide a safe, secure environment where all students can flourish, thrive and feel a sense of belonging and fulfil their potential.
- 2.3 To ensure that all staff are aware of the structure of RWI.
- 2.4 To promote self-discipline and good learning behaviour.
- 2.5 To promote a positive environment of praise, reward, celebration and encouragement
- 2.6 To provide information regarding Read Write Inc. to staff and parents.
- 2.7 To monitor teaching and learning of RWI, Progress and Assessments.

3. Entitlement

- 3.1 The Rose Report (2006) makes it clear that 'high-quality phonics work' should be taught systematically and discreetly as the prime approach used in the teaching of early reading. The progression of the Letters and Sounds programme used in school provides the structure for all phonics teaching.

4. About Read Write Inc:

- 4.1 'Read Write Inc.' produced by Ruth Miskin, trains teachers to teach every child to read. Literacy is the central pillar in establishing all children's identity. Teaching reading is at the heart of the school and teachers have the knowledge to teach every child to read regardless of age, background or need.
- 4.2 In KS2, some children who are not yet fluent readers and accurate writers will complete a 1:1 or a group intervention programme (fresh start) that equips them with the skills to read and understand texts confidently, write fluently, think critically and articulate thoughts and ideas clearly.

5. Read, Write Inc. has 5 underlying principles – the five Ps:

- 5.1 **PACE** – no time is wasted during teaching sessions! Children are active and involved in a fun and creative way. The aim is for the children to complete the programme and embed the skills as quickly as possible.

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- 5.2 **PRAISE** – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than reproached for what they do wrong. The children are encouraged to praise each other and as a school we have adopted several ‘Praise Phrases’ and ‘Praise Actions’.
- 5.3 **PURPOSE** – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
- 5.4 **PARTICIPATION** – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
- 5.5 **PASSION** – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme. We love teaching the sessions and this enthusiasm rubs off onto the children. We know it has an impact.

At the core of the programme we deliver a lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling(encoding). The children have the pleasure of reading exciting storybooks which are matched to their level – so that they have early success in reading. Children are given home reading books which match their RWI level.

6. Assessment

- 6.1 On entry to school, children are assessed on their phonics knowledge.
- 6.2 The children are assessed and grouped by the reading lead and/or their teacher according to their ability at the end of each half term.
- 6.3 Children in Year 1 will undertake the ‘Phonics Screening Check’ in June, the results of which will be made available to parents at the end of the year.
- 6.4 Phonics teachers will report to the reading lead throughout the term on the progress of individual children.
- 6.5 The reading lead will assess and move any individual children that are in the wrong group.

7. Roles and Responsibilities:

7.1 RWI Lead:

- Ensure that the school complies with this policy.
- Ensure that this policy is implemented in a fair and effective way.
- Ensure lessons are monitored and team teaching in place when needed.
- Track the progress of each child and groups.
- Identify children at risk and organise intervention to enable them to make progress.
- Ensure that all staff receive appropriate support and CPD preferable once a week

7.2 RWI teaching Staff:

- Be consistent in the teaching and learning of RWI.
- Be a positive role model for pupils.
- Ensure they are fully prepared for each session.
- Feedback to the RWI lead about the progress of their pupils.

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8. Resources

- 8.1. Each RWI teacher has their own file containing the resources they need to teach the speed sounds lessons.
- 8.2. Colour coded books used in the lessons are organised in groups of 10, with printed story green words and speedy green words.
- 8.3. Book bag books that are in line with books from lessons organised in colours.
- 8.4. Speed sounds charts displayed in every classroom and Read Write Inc teaching area.
- 8.5. All children sit at a table during the writing part of the lesson.
- 8.6. Oxford Owl log-ins for all children to access classroom book.
- 8.7. Inspiration books: one per child per week.
- 8.8. Access to the Ruth Miskin Portal.
- 8.9. All RWI teachers have access to the resources to review sounds and words at regular intervals e.g. lining up.
- 8.10. Magnetic boards and letters.
- 8.11. RWI exercise books – 1 per child.

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Signed:

Chair of Governors: Mr J Kirby

Head teacher Mr C Elliott