

## Phonics

### Statement of Intent

Reading is the key that enables children to access and engage with the whole curriculum so the ability to efficiently decode is essential. At Brookwood Primary School, we use the Read Write Inc. (R.W.I.) synthetic phonics programme to teach children the phonics code together with blending and segmenting skills. Each and every child is started on their 'reading journey' with no child left behind.

Read, Write, Inc. is a rigorous, comprehensive and inclusive programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and segment them to spell. The use of pictures and memorable phrases is used to aid children's retention and recall of phonemes for reading and spelling as well as correct letter formation.

The lessons consist of a sound teaching segment followed by the reading and writing Storybook activities. Each reading book is matched to the level at which the child is working with the writing activities linked to the Storybook. The reading activities give children a chance to practice de-coding skills, read non-decodable (red) words, discuss the text and engage in comprehension activities. The writing activities include handwriting, dictation, spelling, punctuation and grammar as well as oral rehearsal, independent idea generation and sentence construction.

The R.W.I sessions are expected to occur each day with no exceptions as the continuity and pace of the programme is key to accelerating the progress of children's reading development. All staff are trained and the expectation is that these staff will provide cover for staff absence, should the need arise. In this way, daily provision is consistent and uninterrupted.

### Implementation

Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments. Pupils are re-assessed approximately every 6 weeks and the groups are reorganised accordingly.

Teacher-generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

LSA's will be responsible for planning for their R.W.I groups, with the support of teachers and the R.W.I lead as required.

Delivery of Phonics:

- Initial sounds are 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.
- 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)
- Capital letter names are to be introduced with Set 3.

## **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Children who are new to their English reading journey on entry to our school will begin their phonics journey with initial sounds, progressing through the R.W.I. programme with regular assessment identifying next steps. Children identified as making limited progress will be targeted for intervention with a focus on learning initial sounds and oral blending skills before moving onto word reading. If a child reaches the end of KS1 without reading skills being in place, then R.W.I. phonics teaching will be offered throughout KS2 until the child is confident in knowing their sounds and in applying their blending and segmenting skills.