



Phonics and Early Reading Policy

Scheme: Read Write Inc

Policy Written By: Rosie Rees

Policy Reviewed: 14th December 2020

Review Date: December 2021

Policy: Curriculum and EYFS

Governors: No



1. Intent

At Finlay Community School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

As learners in our school, our children:

- Use the skills of segmenting and blending to read words.
- Have the opportunity to engage in a variety of activities that will support and develop their learning and skills.
- Become fluent and confident readers by applying their phonics knowledge learnt through each set of sounds.
- Use and apply their phonics knowledge in other curriculum subjects when reading, spelling and writing.

1.2 Theory behind our Intent:

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage Two for children who still need this further support.

2. Implementation

At Finlay Community School, we use Read Write Inc scheme to engage our children in developing their phonics learning. Our principal aim is to develop the children's phonological awareness, the ability to segment and blend words and read common exception words on sight. This will then help children to progress into becoming fluent readers and writers.

Our teaching at all levels includes a range of:

- Whole class teaching.
- Individual and group work.
- Small intervention groups.

2.1 Preschool

Phonics is taught in small groups for 20 minutes every day. Learning one sound a week. Set one (single Graphemes) of Read Write Inc programme is used to help children to gain good listening skills to aid their phonics learning. A wide range of activities and games should be used to engage children's learning and to help them reach their full potential. The aim in Preschool is to complete set 1 before the children move into Reception.

2.2 Reception



Phonics is taught 5 times weekly for 20-30 minutes each from the start of the academic year. Children are to be split into ability groups and taught a sound for 4 days and then a recap session on a Friday. The aim is to complete set 1 and 2 before the children reach Year 1 with the ability to segment and blend CVC / CCVC words, and recognise some tricky words. Towards the end of the summer term alien words are to be introduced ready for year 1.

2.3 Year 1

The Read, Write Inc programme is the sole programme used. Children in Year 1 have access to high quality daily phonics sessions for 20-30 minutes. Teaching 4 sounds a week and a recap day. Groups are differentiated to ensure all children reach their full potential; teachers work with groups on a rotational basis to ensure high quality provision for all children. The underlying aim of Year 1 should be to ensure all children have completed set 1, 2 & 3 sounds from the Read, Write Inc programme. They should have plenty of practice in recognising 'alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2.

NB: Phonics screening takes place in June - further details can be found below in National Phonics Screening.

2.4 Year 2

Phonics is taught every day for 20 minutes from the start of the academic year. The Read, Write Inc programme is the sole programme used. Teaching consists of whole class engagement. Teaching assistants support children on the carpet where needed. A wide range of activities and games are used to help support the children during their phonics lessons. The aim in Year 2 is for children to recap Set 3.

NB: Any children who did not pass the phonics screening test in Year 1 will retake in June also - further details can be found below in National Phonics Screening.

2.5 Phonics Interventions

In addition to whole class teaching, we provide intervention programmes for children in EYFS and KS1 to ensure all children reach their full potential in their Phonics learning. Interventions are run in a variety of ways, including whole group teaching, games and activities.

In KS2, Phonics is not explicitly taught but is referred to so that children can make connections between early Phonics learning and reading and spelling. Lower KS2 use Spelling shed - Year 3 staff also refer to Read Write Inc programme to aid transition from KS1 to KS2.

2.6: Reading in KS2 (Please see our Reading policy for further information)

Lower KS2

Children whose phonics abilities remain below national expectations at the end of KS1 are provided with further phonics interventions in Year 3. Read Write Inc flash cards and Spelling shed are used to engage and support children.

Upper KS2

For Children whose reading abilities continue to cause concern in upper KS2, we use precision teaching to assist with both reading and spelling - children have a set of focussed words and learn to recognise these by sight, as sometimes we have children who just don't understand phonics. Children also have spelling sessions x3 a week matched to spelling shed patterns, so this is progressive across school. Children are taught the explicit spelling pattern before completing consolidation activities.



Lively, age-appropriate stories and texts are closely matched to children's increasing knowledge of phonics and tricky words. Alongside reading, children are taught the English alphabetic code for spelling, vocabulary and grammar. They rapidly build up their spelling knowledge and are soon able to spell complex words confidently.

Children are introduced to a breadth of vocabulary in their reading which soon leads to an adventurous choice of words in their writing. They rehearse out loud what they want to write, sentence-by-sentence until they are confident to write independently. The use of WAGOLLS helps children become exposed to high quality vocabulary.

We use spelling shed to support the children's spelling within KS2 – this can be done at home or at school.

2.7 Phonics Planning

All year groups will use Finlay Phonics Planning.

Planning for phonics will be done separately (appendix 1 for planning template) from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words.
- Teach – Introduce a new grapheme / phoneme words / tricky words.
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words / tricky words.
- Apply – Use the new graphemes / words in games and activities to secure knowledge.
- Assess – Monitor progress within each phase to inform planning.

2.8 Classroom Environment

In each class is a phase appropriate Phonics display, concentrating on sounds and key words / tricky words that the children are currently learning. Phonics mats are available in every lesson to support children's early writing across the curriculum. Every class to have a complex speed chart for revising sounds.

2.9 Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school has invested in a reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books allow children to consolidate and apply their phonics knowledge. Reading books are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that is matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included sounds they had not yet been taught.

2.10 Word boxes

Word boxes were new in 2020 but due to Covid-19, this will be trialled again this year.

Each child will be given a word box to take home. The children need to segment and blend the words. The word boxes will focus on a particular sound and the words associated to it. There are 47 word boxes. This is to encourage segmenting and blending. There are also Alien words to ready the children for phonics screening test. These will be started in summer term in reception and carry through to Year 1.

Word Box 19	Word Box 20	Word Box 21
so	so	or
food	look	ork
soon	book	car
spoon	took	jar
moor	chook	star
roof	good	horn
proof	cook	charm
woop	foot	spark
groof	spood	gark
thoo	goop	flarp

This year due to Covid-19, this will begin in Year 1 – Autumn 2 term.

2.11 Phonics Training

We aim to ensure that all staff have up to date and current Phonics training. The role of the Phonics Lead is to ensure that everyone has the relevant training as well as making sure their own training is current and up to date.

3. Impact

The impact of our curriculum can be measured and monitored in a variety of different ways. As a school, we use Target Tracker to monitor and measure progress in the core subjects: Maths, Writing, Reading and Science. Target Tracker allows all class teachers to colour code statements using three different colours: red indicates a child is Working Towards the statement, blue shows they are secure and gold shows they are working at Greater Depth within the standard. Target Tracker teacher judgement then allows subject leaders and the curriculum lead to cross-reference statements to evidence in books. At the end of each term (Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2), class teachers will assess pupils' learning, by completing a data drop, indicating which level they feel the child is working at, backed up with the evidence they have colour coded. Subject leaders/ curriculum lead can then download progress reports to look at whether children are on track and making satisfactory/good progress. They are able to also look at attainment for different pupil groups.

3.1 Assessment

In the EYFS and KS1 we assess pupil progress on Finlay Phonics assessment sheets (Appendix 2) and plot the children on a Phonics tracker grid each half term (6-8 weeks). Towards the Phonics Screening Check, Year 1 pupils will be given practice papers to identify specific skills or any gaps in learning.

3.2 National Phonics Screening

The National Phonics Screening takes place for all children in Year 1 in June. Only the Year 1 teacher or Phonics Lead can administer the test within school. If children fail to pass during Year 1, they will be expected to retake the test in Year 2. The data is submitted to the Local Authority.

In 2019, 72% of Year 1 children passed the National Phonics Screening Test, with a school average mark of 30.



3.3 The roles and responsibilities of the Phonics Lead include:

- To organise and order resources that are required
- To offer advice to teachers where required
- To encourage and lead training to staff
- To be aware of current developments in Phonics and update staff on these developments/changes
- To inform SLT and English Lead of changes and discuss any issues with them
- To monitor the standard of the teaching of Phonics through the school and support teachers where needed
- To monitor progress and results of the Phonics Screening Test in Year 1
- To monitor lesson planning
- To track progress across each phase

3.4 The roles and responsibilities of the English Lead:

- To support and guide Phonics Lead where required

(Please see What is Read Write Inc Guide for more support).

Written by: Rosie Rees - Phonics Lead

Supported by: -

Date: December 2020

Review date: September 2021



Appendix 1-Finlay Phonics planning

Week 1. Graphemes: ay, ou, ie, ea. Teaching: Practise recognition and recall of set 1 as they are learned. Teach new graphemes for reading (about 4 a week). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words: people, Mr. Practise reading and spelling HF words. Practise reading and spelling polysyllabic words. Practise reading sentences. Practise writing sentences.					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review Practise previously learned graphemes	Recap previously taught sounds from Set 1	Recap previously taught sounds from Set 1 plus ay	Recap previously taught sounds from Set 1 plus ay and ou	Recap previously taught sounds from Set 1 plus ay, ou and ie	Recap all graphemes from the week. Recap all tricky words from the week.
Teach Teach new graphemes Teach tricky words	Teach phoneme ay – Tell children the new sound first. My turn, your turn. Show the sound. What two graphemes make the ay phoneme? a & y Teach reading people, mix into previously taught tricky words	Teach phoneme ou – Tell children the new sounds first. My turn, your turn. Show the sound. What two graphemes make the ou phoneme? o & u Teach reading Mr, mix into previously taught tricky words	Teach phoneme ie – Tell children the new sounds first. My turn, your turn. Show the sound. What two graphemes make the ie phoneme? i & e Teach reading Mrs, mix into previously taught tricky words	Teach phoneme ea – Tell children the new sounds first. My turn, your turn. Show the sound. What two graphemes make the ea phoneme? e & a Teach reading called mix into previously taught tricky words	Recap sounds from the week (ay/ou/ie/ea) Read a range of words containing taught sounds from the week. Recap all taught tricky words from this week
Practise Practise blending and reading words with the new GPC. Practise segmenting and spelling words with the new GPC	Children to write ay words on their white boards by segmenting – play, may, tray, clay Read the following words by blending: spray, say, crayon, delay Read real and nonsense ay words using gruffalo	Children to write ou words by segmenting: cloud, sound, hound, bound, found Read the following words by blending: fout, about, round, loud, count Read real and nonsense ou words using gruffalo	Children to write ie words by segmenting: tie, pie, fried, died, Read the following words by blending: dried, denied, spied, fries Read real and nonsense ie words using gruffalo	Children to write ea words by segmenting: tea, plea, sea, meat, bead Read the following words by blending: least, heap, treat, read, steam Read real and nonsense ea words using treasure game	Children to write a range of words containing taught sounds from this week Use Phonics Play game on board to sort real and nonsense words.
Apply Read or write a sentence using one or more HF words and words containing new graphemes.	Ask children to write this sentence: The people may have a delay.	Ask children to write the following sentence: They did not like the dark clouds.	Ask children to write the following sentences: Mrs Smith made a pie. Her fires had dried up in the sun.	Ask children to write the following sentences: A man called Ben fell in a heap on the grass.	Teacher to write a sentence on the board: I found a py on the trai Can the children fix the mistakes?
Assessment:					

Appendix 2 – Finlay phonics assessment sheet to be used from reception to Year 2.

Finlay Phonics Assessment



Name:	Class:	Date:				

A/1	m a s d t i n p g o c k e u b f e l h r j v y w x z
B/2	Sad fan tap map cup bid run hen gep rop baf lid ved
C/3	sh th ch qu ng nk shop chip rush thin ring sink quan losh chup ling thip
D/4	Splosh thick hand dress click Scomp poll stoff pand plick
E/5	ay ee igh ow oo oa play sleep flight blow spoon shook
F/6	ar or air ir ou oy part horse fair whirl shout toy
G/7	glight mout goy jair kirm vard slorf slair flarf snay stoon trow ploun gleep
H/8	a-e i-e o-e ea shake pipe smoke clean pake jike doke feap
I/9	u-e ai oa ew oi ire ear er aw ow ure are ur slain float shrew spoil fire hear her claw brown pure share burn rude scur gloip slaw glex scare plare clowp smire skew scroap bluke graip hure
J/10	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious

Notes when assessing:

If children can segment but not blend put dots under the sounds to show they can do this.