



# Phonics and Early Reading Policy

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<b>Date of Policy Creation</b>	Spring 2021	<b>Named Responsibility</b>	Miss. A Baylis
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The teaching of phonics and reading is a high priority at Holmer Lake Primary School. We are committed to enabling every child to read, regardless of need, ability or background. Reading is the key to unlocking the curriculum, so learning to decode efficiently is essential.

## **Intent**

At Holmer Lake Primary school, we intend:

- for every child to be a reader;
- for every child to have the skills to decode words to be able to read fluently;
- for children to understand what they have read;
- to develop confidence in reading a wide range of genres and text types;
- for children to pose thought provoking questions about the text that they have read;
- for children to become enthusiastic and motivated to read for pleasure.

## **Implementation**

### **Phonics**

At Holmer Lake Primary school, we implement:

- A consistent, systematic high quality, whole school approach to teaching phonics, which begins when children enter Reception and this is continued until the programme is completed. The Read, Write Inc (R.W.I.) systematic, synthetic phonics programme is used, in accordance with the recommendations made in the Rose Review (2006).
- Daily R.W.I. sessions occur, which follow the specified structure. Sounds are taught in a specific order, starting with the simple code and moving towards the complex code. Sounds are arranged into 3 distinct sets; Set 1 (initial sounds), Set 2 and Set 3. When sounds are taught, they should be 'pure' i.e., /d/, not 'duh'. This is key to phonic teaching and the ability to recognise sounds in words.
- Teaching children that reading and writing are reversible processes. Children apply the skill of blending phonemes to read words and segment words into their constituent parts to spell words.
- The R.W.I. programme to enable children to read texts and words within their phonic capabilities as early as possible. Children will decode texts effortlessly, so that all their cognitive resources can be used to comprehend what they read.
- The R.W.I. teaching and learning style, which is based on the 5 Ps.
  - Praise – Children learn quickly in a positive environment.
  - Pace – Good pace is essential to the success of the lessons.
  - Purpose – Every part of the lesson has a specific purpose.
  - Passion – The energy, enthusiasm and passion that teachers put into each lesson, brings the programme to life.
  - Participation – Every lesson includes partner work and partners 'teaching' each other.

- Teaching in ability groups ensures that every child achieves. All children are assessed using the R.W.I. assessment sheets to determine groupings.
- Ongoing formative assessment is used to ensure that every child's phonics provision accurately matches their ability. Children who are experiencing difficulties are quickly identified and fluid movement occurs between groups.
- Summative assessments are completed every half term.
- Children identified as needing extra support will take part in daily extra practice sessions, which match the resources and teaching style experienced in the daily phonics lesson.
- A supportive learning environment is provided that includes simple and complex speed sounds charts, table charts and words displayed in pocket charts.

## **Impact**

At Holmer Lake Primary school, the impact will be seen through:

- Internal monitoring including learning walks, lesson observations, book looks and pupil voice. This will ensure that the teaching of phonics is of a high quality and consistent across all groups.
- Our school tracking and assessment system. Data will be analysed to review the attainment and progress of individual and key groups of children.
- Effective daily extra practice sessions to support those children who are in danger of falling behind, to enable them to keep up.