

RWI Phonics at Bishopton

What is Phonics?

Phonics is a way of teaching children to read and spell. At Bishopton, the RWI Phonics program is taught which is an inclusive literacy programme which teaches **systematic synthetic phonics**. This means children are taught the grapheme-phoneme correspondence (GPCs) in a sequential order so they can blend and segment words accurately. Then they are taught to encode (spell) words, by identifying the phonemes in spoken words before writing the graphemes that represent the phonemes. Children with well-developed phonemic awareness skills become successful readers.

Why teach phonics?

Research investigating the role of phonics in later reading has shown pupils who pass the phonics screening check are more successful in reading comprehension at age 12 than those who do not pass. Teachers need to identify pupils finding phonics hard because prompt intervention is the most effective. The Department for Education reading framework states that: 'To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found'. Intervention should take place in a quiet place, should be provided by a well-trained adult and be a school priority with maximum effort to avoid disruption.

Whole School Non Negotiables

RWI sessions are taught daily in EYFS and KS1 for 15 minutes following the official RWI speedy sounds planning. Sounds are taught as pure sounds without a schwa and modelled correctly by **all** adults in school. All lessons are recorded in pupil's red books and are self or peer marked. Termly RWI assessments will be taken to assess children and sort phonics groups across and within classes.

Successes

In January 2022, there was a whole school training to all members of staff outlining the RWI program, setting high expectations of children and adults as well as offering all members of staff to watch a successful RWI Speedy Sounds lesson. This has reduced the inconsistency of phonics teaching throughout Bishopton.

Development Points

A review cycle needs to be conducted in the Autumn Term to ensure the quality of the teaching against the Phonics Policy and RWI planning. A resource audit needs to be conducted so all phonics groups have the appropriate resources to teach. An investigation into RWI interventions and where to go 'after' phonics when a child still has not mastered the alphabetic code needs to be a priority.

Pupil Voice – Question **What is your favourite part of Phonics?**

"I like talking clear" – Reception

"Writing words because it makes sure you sure the right sound" – Year ½

"Spelling really tricky words" – Year 2

"New sounds because them you know more"
– Year 3

"You get to pronounce words clearly"

