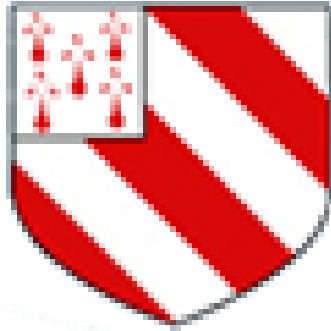


Bishopton Primary School



Phonics Policy

Prepared by:	Hollie Hudspith
Ratified:	September 2022
Reviewed:	
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Bishopton Curriculum Intent

At Bishopton, pupils are taught key knowledge within subjects (or topics) and our focus is on helping them to know more and remember more. At Bishopton Primary School we aim to provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated. We acknowledge English as a core subject in the national Curriculum (2014) and believe that through full exposure to the English curriculum, children develop their powers of imagination, inventiveness and critical awareness

Please visit the Phonics page on our website. Here you will find documents related to this policy which include:

- Curriculum Intent, Implementation and impact
- Skills progression

Phonics Intent

At Bishopton Primary School we believe that our phonics curriculum should be fully inclusive for every child. Our aims are to fulfil the requirements of the national curriculum: providing a broad, balanced and differentiated education that opens the curriculum and the world to all children through their reading.

We are passionate about ensuring all children become confident and enthusiastic readers and writers through learning systematic synthetic phonics. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sounds children are learning and already know. The teaching of phonics is of high priority.

At Bishopton Primary School we strive for our pupils to not just know more, understand more and remember more, but to gain a love of learning.

Phonics Implementation

In order to promote a high-quality Phonics education, we follow the Read Write Inc scheme of learning when planning and teaching sounds sequentially. Our Phonics curriculum is carefully structured, ensuring progression across year groups.

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read through teaching synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

At Bishopton Primary School, we believe reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. Therefore, RWI 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.



The aims of the RWI curriculum include:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read red high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

This is based on the 5 Ps.

- **Praise** – Children learn quickly in a positive climate.
- **Pace** – Good pace is essential to the lesson.
- **Purpose** – Every part of the lesson has a specific purpose.
- **Passion** – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- **Participation** - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments. Pupils are re-tested every half term during the year and the groups are reorganised accordingly. In the Autumn term children will be tested with Assessment 1, Spring term Assessment 2 and Summer term Assessment 3.

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 speed sound lessons. All RWI planning has been added to the Shared Area in the 'RWI Phonics Resources' folder.

TAs will be responsible for planning for their R.W.I groups, with the support of the R.W.I manager as required. TAs will be given preparation time prior to the daily sessions and can download all RWI planning from the Shared Area in the 'RWI Phonics Resources' folder.

Delivery

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' with no schwa i.e. 'b', not 'buh' as this is central to phonic teaching and the ability to recognise sounds in words and is the most common misconception.
- Blends are to be decluttered, i.e. bl is two specific sounds.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.



Sequence of Learning

Please see below for the progression document outlining teaching and expectations in EYFS and KS1.

RWI Termly Teaching Progression at Bishopton Primary School

	Reception	Year 1	Year 2
Autumn 1	Teach Set 1 sounds: m a s d t i n g o c k u b f e l sh h r j v w x y z th ch qu ng nk Age Related Expectation - Read single-letter Set 1 sounds.	Teach Set 2 sounds: ay ee igh ow oo ar or air ir ou oy Teach reading of Set 2 sound words and build speed of reading Set 1 sound words. Age Related Expectation - Read Purple Storybooks; read some Set 2 sounds.	Continue to teach Set 3 sounds Teach reading of multisyllabic words containing all sounds and build speed of reading words containing Set 3 sounds. Age Related Expectation - Read Blue Storybooks.
Autumn 2	Recap any single letter alphabet gaps Teach children to blend using single letter sounds. Age Related Expectation - Read all Set 1 sounds; blend sounds into words orally.	Review all Set 2 sounds Teach reading of words containing these Set 2 sounds and build speed of reading words containing Set 1 sounds, particularly W Age Related Expectation - Read Pink Storybooks; read all Set 2 sounds.	Recap any missing sound gaps and build fluency when reading stories. Children should complete the programme at end of Aut 2. Age Related Expectation - Read Blue Storybooks with increasing fluency and comprehension
Spring 1	Recap Set 1 Special Friends: sh th ch qu ng nk. Secure blending of cvc words using single letter alphabet sounds Age Related Expectation - Blend sounds to read words; read short Ditty stories.	Teach Set 2 sounds, particularly; ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing ay ee igh ow oo oo. Age Related Expectation - Read Orange Storybooks; read some Set 3 sounds.	Consolidate skills and alternate sounds. Teach multisyllabic words. Age Related Expectation - Read Grey Storybooks
Spring 2	Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds Age Related Expectation - Read Red Storybooks.	Teach Set 3 sounds: ea, a-e Teach reading of words containing Set 3 sounds and build speed of reading Set 2 sound words. Age Related Expectation - Read Yellow Storybooks.	Consolidate skills and alternate sounds. Year 2 spelling rules. Age Related Expectation - Read Grey Storybooks with fluency and comprehension
Summer 1	Recap Set 1 sound gaps. Teach blending of words containing consonant blends Age Related Expectation - Read Green Storybooks; read some Set 2 sounds.	Continue to teach Set 3 sounds Teach reading of words Set 3 sounds and build speed of reading all Set 2 and Set 3 sound words Age Related Expectation - Read Yellow Storybooks; read all of Set 3 sounds.	Consolidate skills and alternate sounds. Year 2 spelling rules. Age Related Expectation - On Oxford Reading Tree and learning Year 2 Spelling rules
Summer 2	Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy. Teach reading of words containing Set 2 sounds and build speed of reading Set 1 sound words. Age Related Expectation - Read Green or Purple Storybooks.	Continue to teach Set 3 sounds Teach reading of words containing these Set 3 sounds and build speed reading Set 3 sound words Age Related Expectation - Read Blue Storybooks.	Consolidate skills and alternate sounds. Year 2 spelling rules. Age Related Expectation - On Oxford Reading Tree and learning Year 2 Spelling rules

Resources

Each lesson children will have access to double sided speedy sound cards, green real words and blue alien words prior to independent work in their books. Outside of lesson, Children will have access to Get Set reading books from the RWI book band to take home each week. In all classes, children should have access to a complex speed sound chart in all lessons, see appendix 1. All resources that teachers are expected to use are uploaded and labelled in are Shared Teaching drive for all staff to access. A model lesson and lesson plan has also been distributed to all staff. See appendix 3.

Assessment

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of their children. The teacher assesses how children:

- Read the grapheme chart
- Read the green and red word lists

Formal assessment is carried out every half term and sent to the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants. There are 10 different coloured groups:

- A, B and C (all initial sounds) and Ditty (beginning to blend)
- Red (ch, sh, th, qu, ng, nk), Green (reading words with 4 and 5 sounds) and Purple (using Fred in your head)



- Pink (ay, ee, igh, ow, oo, oo), Orange (ar, or, air, ou, oy) and Yellow (reading words containing set 2 sounds)
- Blue (a-e, o-e, u-e, ea, oi) and Grey (aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure)
- Literacy and Language

Inclusion and Equal Opportunities

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 intervention will be identified by class teachers and reported to the RWI manager if required.

Able pupils are catered for as groups, based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

Further information, related to SEND, can be found on our school website and include:

- SEND policy
- Inclusion Policy

Phonics Impact

The impact of our Phonics curriculum is measure through book looks, learning walks, pupil voice and the Year 1 Phonics Screening Check taking place in the summer term.

Through the teaching of systematic synthetic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. The children read books in line with their phonics knowledge. Children can then focus on developing fluency and comprehension throughout the school. Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences.

Attainment in phonics is measured by the phonics screen Test at the end of Year 1 and ongoing assessment throughout the Read, Write, Inc programme.

Phonics Leadership

Roles of Staff

The governing body

- Ensures a robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and statutory requirements.
- The school implements relevant statutory assessment arrangements.
- It participates actively in the decision-making about the breadth and balance of the curriculum.

The Headteacher

- The phonics policy is adhered to



- Enough teaching time is provided for pupils to cover the National Curriculum and statutory requirements which is reviewed by the governing body.
- They manage request to withdraw children from curriculum subjects, where appropriate.
- The governing body is fully involved in the decision-making about the breadth and balance of the curriculum.
- The governing body is advised by School Leaders about the school's performance and pupil outcome to make informed decisions for the School Improvement Plan and CPD programme for all staff.
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEND and disadvantaged Pupils

The R.W.I. manager

- Is sent all tests from KS1 pupils and designates pupils to the correct groups.
- Assigns leaders to groups
- 'Drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- Where necessary models lessons
- Attends, up-dates meetings when they occur and reports back to the R.W.I. group leaders
- Speaks with the English coordinator regarding groupings, teaching spaces and other pertinent matters
- Is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

Teaching Staff

- Other staff will ensure that the school curriculum is implemented in accordance with this Phonics policy.
- All class teachers and TA group leaders follow the school's agreed planning for the curriculum provision in Phonics.



Glossary

- Blend – merging the individual phoneme together to make a word
- Digraph – two letters that make one sound
- Fred fingers – segmenting words and counting/pinching the sounds onto each finger
- Fred in your head – Children to segment and blend words in their head not aloud
- Fred Talk – teacher says the sounds and the children blend the sounds together, i.e. teacher says l-igh-t, children say light.
- My turn your turn (MTYT) - a silent signal for children to repeat what an adult has said



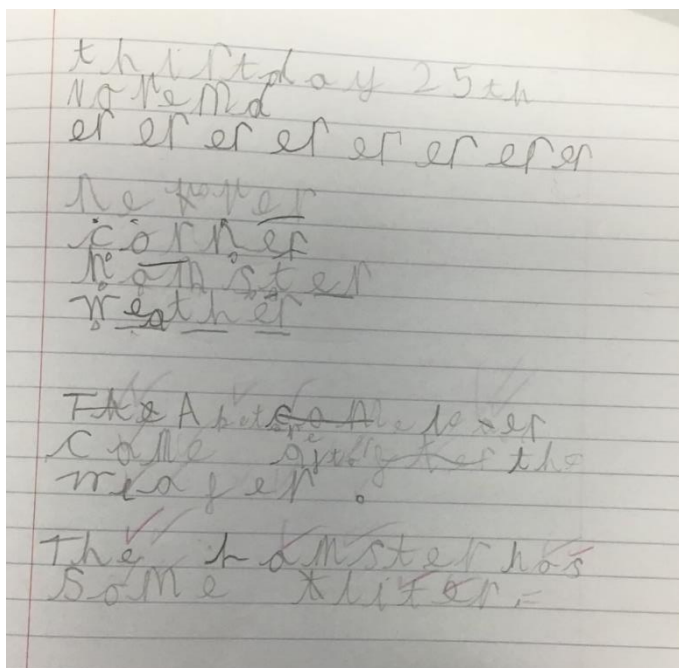
- Phoneme – a single sounds that can be made by 1 or more letters
- Segment – splitting a word into its individual sounds
- Sound Buttons -
- Special Friends - Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa (digraphs and trigraphs).
- Trigraph – three letter that makes one sound

Appendix

Appendix 1 – Complex speed sounds chart

Appendix 2 – Work in an RWI book

Complex Speed Sounds											
Consonant sounds											
f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss sc ce	v ve	z zz se	sh ti ci	th	ng	nk
b bb	c ck ch	d dd	g gg	h	j g ge dge	p pp	qu tt	t wh	w x	y	ch tch
Vowel sounds											
a	e ea	i	o	u	ay ā-e ai	ee y ea e	igh i-e ie i y	ow ō-e oa o			
oo ū-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure	



Appendix 3 – Model lesson plan and phraseology

Miss Hudspeth Speed Sound Lesson Template

Review speedy sounds - Go through the cards and say all the sounds quickfire.

Read the new sound - Show the card sound and picture we 'ay - may I play'

Write the sound - Write a line of the sound in cursive handwriting. Teacher model on the board

Read Green words – Special friends, say the sounds, read the word

Speedy read - Fred in your head, read the word

Read Alien words - Special friends, say the sounds, read the word

Independently write green words - Write the word, add the sound buttons and phoneme count

Collaborative write green words - Hands behind your back, count the sounds, reveal, pinch the sounds onto

Self-mark green words in collared pencil - correct spelling, all the sound buttons added and phoneme count

Hold a sentence - Teacher to dictate a sentence to the class using today's sound for them to write down.

Collaborative write hold a sentence - word by word write the sentence. Children to come up the whiteboard to write the sentence.

Self-mark in a coloured pencil - correct spelling and punctuation