Phonics Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.





Our Christian Values

Compassion
Forgiveness
Equality
Honesty
Perseverance
Courage

Policy Review		
Last Review	Approved by GB	Next Review Due
September 2026	November 2026	September 2027

Introduction

This policy is intended to ensure that there is a consistent and progressive approach to the teaching of Phonics throughout the school to meet the requirements of The National Curriculum.

Intent

At Ospringe Church of England Primary School we believe that reading is a fundamental skill that children need to master in order to open the door to other areas of the curriculum. We know that the sooner a child learns to read, the greater their success at school.

We believe that fostering a love of reading is the key to all learning and as such children are exposed to books on a daily basis.

We want all pupils at Ospringe Primary School to begin their journey to read with confidence. We want them to develop a love of reading and apply their skills competently to writing.

Aims

Our aims are:

· To ensure a consistent approach, to the teaching of phonics, across the school.

· To ensure that children are given opportunities to use and apply their phonics learning.

· To ensure that all children use phonics, as their first approach, when reading and writing.

· To apply a 'keep up' rather than 'catch up' approach to reading

· To ensure that all children entering KS2 are secure at decoding unfamiliar texts.

<u>Implementation</u>

The Read Write Inc Programme is for a range of pupils:

- Pupils from Foundation Stage to year 2 who are learning to read and write.
- Any pupils in Year 2, 3 and 4 who need to catch up rapidly.
- Any pupils in Year 5 and 6 who need to catch up.

The RWI approach is taught considering the 5 P's:

- 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).

Early Years Foundation Stage

Reception

Children in Reception are taught daily phonics lessons. In the first four weeks of Reception after transition, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave Reception at Green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting 45 minutes. This lesson starts with a speed sounds lesson which teaches new sounds and revision of previous sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage).

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.

Assessment and Monitoring

We assess all pupils following Read Write Inc. *Phonics online assessments*, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support using the RWI Fast Track Tutoring programme.

Parents/Carers

We endeavor to involve and train parents/carers in supporting phonics and reading at home through information sessions, parent workshops, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Shared Vision

A key element of Read Write Inc is consistent whole-school practise. This is underpinned by appropriate professional development. All staff have received regular Development Days throughout the school year supported by a consultant from the Ruth Miskin training team and have access to training videos and additional support materials via the Ruth Miskin school portal.

It is the role of the Reading Leader to ensure that all RWI lessons are effective and that teachers are given the necessary training and CPD to deliver this effectively. The Reading Leader assesses pupils every half term and rearranges groupings accordingly. The Reading Leader meets with RWI staff weekly in a 15 minute meeting to discuss changes to groupings, share information or discuss useful training videos. The Reading Leader supports with the teaching of RWI on a Wednesday morning, this involves supporting with the delivery of lessons and discussing next steps.