

'Flying High'
Working Together to Build a Successful
Future for All



Phonics Policy - RWI

Updated September 2022

Phonics Policy

Working together to build a successful future for all

Hornbill School's Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self-assured whilst achieving the highest standards on all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: **curiosity, creativity** and **courage** and their **reflective, resilient** and **energetic** ability to **communicate** and **explore**.

Contents

1. **Principle**
2. **Aims**
3. **Teaching & Learning**
4. **Pupil Experiences**
5. **Equal Opportunities**
6. **Ensuring Access to the NA and Assessment**
7. **Monitoring**
8. **Assessment**
9. **Staffing**

1. Principle

"You can find magic wherever you look. Sit back and relax all you need is a book!"
- Dr. Seuss

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development.

At Hornbill School all teachers follow 'Read Write Inc' phonics, a proven synthetic phonics programme that ensures early success in reading, writing and spelling. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential in increasing the speed of children's reading development.

Phonics Play has 5 underlying principles – 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 brings the teaching and learning to life.

PARTICIPATION – A strong feature of Read Write Inc. lessons is partner work and the partners 'teaching' each other.

2. Aims

The National Curriculum for English (2014) and the Revised EYFS Framework (2021) secures entitlement for all pupils to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an Additional Language. This is in line with the requirements of the **Race Relations Act 1976** and the **Pupils' Act 2004**.

We use the Phonics Play programme to teach phonics across Hornbill School.
Our aims:

- To teach our children to learn to read effortlessly enabling them to put all their energy into comprehending what they read
- To ensure a rigorous and consistent approach to teaching phonics across our school community
- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential
- To ensure that all staff are kept up to date with training in the delivery, monitoring and assessment of the Phonics Play phonics scheme
- To promote a positive environment of praise, reward, celebration and encouragement
- To provide information regarding Phonics Play to staff and parents
- To monitor teaching and learning of Phonics Play, Progress and Assessment

3. Teaching and Learning

Early Years Foundation Stages (EYFS)

In FS2, children receive a daily 30 minutes Phonics Play session. In FS2 sessions take place in the morning. They are led either by a class teacher or by a trained member of support staff. From Autumn 2, children are dynamically grouped, allowing children to progress more quickly. Groups are smaller than full class size and usually range between 5-10 children. FS2 assessment points are once every half term.

In FS1, children receive daily phonics sessions. Timings of sessions are at the teacher's discretion given the age of the children.

Key Stage 1

Phonics Play sessions take place in the morning. Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. Some groups may contain a mix of Year 1 and Year 2 children. Groups are led by class teachers and trained members of our support staff. KS1 children are assessed at least once per half term. Fluidity of the groupings are essential to ensure maximum progress and achievement of a child's full potential.

Key Stage 2

Children identified as being below national averages for phonics and reading receive additional support through targeted Phonics Play or in year 5 and 6 an appropriate programme to meet the needs of the pupil. These all take place in the mornings and include phonics teaching and reading. These sessions are led by teachers and trained members of support staff.

4. Pupil Experiences

Teachers engage children and ensure their full participation using call and response, choral reading and partner practice. Partners practise everything they are taught and answer every question together. This keeps children working and thinking throughout the lesson, and gives teachers opportunities to check if something needs explaining more clearly.

Children learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on what matters most – learning to read and write.

5.Equal Opportunities

SEN Pupils

SEN pupils are involved in Phonics Play lessons as children work in groups with others who at their level. Teaching is geared to the speed of progress of each group. Additional 1:1 intervention may take place, but this will be identified by teachers in conjunction with the SENDCo and phonics leader.

Children are assessed throughout every lesson through teacher observation.

Formal assessment is completed at least once per half-term. This checks individual children's ability to recognise and say each sound and blend and say real and pseudowords (alien) words. This assessment is then used to place children in groups with other children at a similar stage to them.

6.Ensuring Access to the National Curriculum and to Assessment

Moderation will take place inline with the Assessment Policy.

7.Monitoring

Hornbill School Phonics Leader will support staff through training, peer mentoring and constructive feedback following observations.

8.Assessment

Formal assessment is carried out every half term by the class teacher using the ongoing Phonics Play assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

9.Staffing

The range of adults involved in supporting the language and curriculum learning of pupils for whom English is an additional language in Hornbill School is wide and includes:

Class teachers

Key workers

Learning Support Assistants

SENDCo

Policy updated: **October 2022**

Next Policy update will be: **June 2023**