

Benton Dene Primary School

Phonics and Spelling Policy



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Read Write Inc Policy

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive English programme for all children learning to read and write. It is a progressive programme aimed at addressing the grammar and punctuation aspects of the new statutory assessments and raising attainment for all children across school.

Children learn the 44 common sounds in the English language and how to blend them in order to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I 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.

Aims and Objectives.

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read 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

We believe that effective learning occurs when children are in a positive climate, there is a good pace to the lesson, every part of the lesson has a specific purpose, teaching is full of energy, enthusiasm and passion and all children participate.

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).

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

R.W.I. across the school

Foundation Stage:

R.W.I. is fully implemented in Reception through daily phonics lessons. Groups have been determined through initial assessments. All children start the RWI programme from the beginning however the pace at which they progress through the programme is determined by the ability and confidence of each group. The children initially learn sounds followed by segmenting and blending sounds in order to read and write simple words and phrases. As the programme progresses, texts linked to their level of knowledge are introduced to enable children to practise reading and comprehension skills.

Key Stage One:

We have bespoke daily phonics sessions which are delivered in sets based on ability to recall and apply the programme of phonics sounds. Children practise sounds and learn new sounds each week through interactive teaching, a series of different games and partner work. Phonics lessons also include written activities where the children can apply their phonic knowledge to words and sentences. Phonics teaching is linked to homework and the children will take home a set of words focusing on the phonic sounds taught in class that week. These are tested in school each Friday and assessment results are used to inform future planning.

Key Stage Two:

The Oxford Owl R.W.I teaching programme is used across KS2. To consolidate and practise the specific spelling and grammar curriculum Oxford Owl embeds these skills within a daily 15 minute session. Child engagement is maintained through an online and interactive alien themed spelling planet. Children complete quick-fire activities in their own spelling logs and workbooks to revise the given spelling pattern. Progress is recorded with weekly tests to ensure accurate application of each rule/sound. Oxford Owl books are monitored by phase leaders each half term to maintain an overview of progression across KS2.

Across KS2 children revise Y3/4 and Y5/6 spellings through regular revision of jumping orange words. Children aim to remove all of the set words from the orange box to prove they can spell them and therefore meet curriculum requirements.

SEN/Able Pupils

CSB pupils are fully involved in R.W.I. lessons within their CSB setting in order to meet their individual needs. SEN children are taught within each year group as part of a smaller Green Set with additional teaching assistant support.

Children struggling with spelling throughout KS2 complete the SNIP programme as part of a weekly intervention session with a teaching assistant.

Able pupils are catered for as children are grouped based on ability.

Assessment and Recording

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

- read the graphemes
- read tricky word lists
- decode and comprehend from a story
- weekly test scores are recorded to inform future planning
- children who are not secure with sounds are given time to re-visit these sounds
- KS2 – spelling scores are recorded each week
- Y1 National phonics screening check completed in June each year and data is published within the School Data Pack
- Y6 children complete a SPAG SAT test in May each year and data is published within the School Data Pack.

In Reception, formal assessments are carried out periodically by the R.W.I. co-ordinator using the R.W.I. phonic checks. This ensures that each child is placed within the correct ability group and does not fall behind in the programme.

Monitoring and Review

Phase leaders monitor RWI, phonics and spelling sessions as part of their subject scrutiny and feedback to SLT/whole school.

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