

BENTLEY HIGH STREET PRIMARY SCHOOL



SCHOOL POLICY STATEMENT

Phonics Policy

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RATIONALE

At Bentley High Street Primary School, we recognise the importance of phonological decoding as one of several strategies to develop reading skills. When combined with reading dialogue and the promotion of reading for pleasure, children can apply these skills to tackle unfamiliar texts and to express themselves in written form, thus becoming more independent readers and writers.

AIMS

To deliver a systematic approach to learning phonics to enable children to become confident readers and writers.

OBJECTIVES

Foundation and Year 1 children will be taught to read and write through the Read Write Inc. Phonics programme. This programme is aimed at all pupils in Foundation and Year 1 who are learning to read and write. Children are taught to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting - starting and finishing at the correct place

Year 2 and Key stage 2 children who failed the Phonics Screening Check in year 1 will continue to learn phonics following RWI strategies

ORGANISATION

RWI Phonics, Reading and Writing sessions take place Monday - Friday for half an hour Ditty group and below, 1 hour for Red and above groups. Any trips or visits that will impact RWI groups should be discussed with the Phonics Lead prior to booking. A teacher or TA will lead each homogeneous (at the same reading level) group of Foundation and Year 1 children for RWI Phonics & Reading lessons. An additional member of staff will be available every day to cover groups if staff are absent. Children will be assessed at the end of Summer and be organised into homogenous groups within Foundation and KS1. During Autumn 1 and Autumn 2, Foundation should focus on covering a Speed Sounds lesson every day. All staff must use the RWI letter formation phrases to ensure consistency throughout school. Handwriting will be taught discreetly in addition to RWI lessons. In Autumn 1, Year 1 and Year 2 (who failed in Year 1) will be grouped from the onset based on homogenous groups. Assessment will take place in the previous summer term. Foundation children will also engage in outdoor provision which is directly linked to the sounds children are learning.

DELIVERY

RWI focuses on using 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 brings the teaching and learning to life.
- Participation - a strong feature of RWI lessons is partner work and the partners 'teaching' each other

PLANNING

Teachers and TAs must use planning from the 'Speed Sound Lesson Plans' Handbook for Phonics and the framework in the 'Phonics Handbook'. Teachers and TAs are responsible for planning and resourcing their RWI groups, with the support of the Phonics Leader as required.

RESOURCES

Each member of staff teaching a Phonics group should have a box of resources including:

- Small flashcards (Set 1, 2 and 3)
- A4 flashcards (Set 1, 2 and 3)
- Simple Speed Sounds poster
- Complex Speed Sounds poster
- Fred Frog
- Set of green words
- Set of red words
- Set of alien words
- Pinny
- Read, Write, Inc. Phonics Handbook 1
- Read, Write, Inc. Phonics Handbook 2

All other resources (working books, class reading books, linked texts and book bag books) are stored in the staffroom in coloured bands and in order.

DISPLAYS

All phonics groups must have the same resources on display to support children with their learning.

- RWI Phonics Frieze
- Simple (for Foundation) or Complex (for KS1) speed sound chart
- Red words
- Flip chart from previous day
- Sun, boat and sea strip
- Success criteria
- Line guide on flip chart

ASSESSMENT

All children in Foundation 2, Year 1, Year 2 and KS2 who have not passed the phonics screening check will be assessed every 6-8 weeks (every half-term), and Phonics & Reading groups will be organised based on this information.

This data will be tracked and recorded by the Phonics Lead every half term.

Children will be assessed 1-1 by the Phonics Lead or other trained to do so.

Once children have completed the RWI programme, they should move on to RWI Reading comprehension lessons before moving onto the whole school approach to reading which is based.

Year 1 and Year 2 (who need to pass) will take mock phonics screening checks throughout the year to monitor progress (delivered by the Phonics Lead)

Foundation 2 will take a mock screening check at the end of Summer term 2.

MONITORING

The Phonics Lead will:

- Ensure that RWI assessments are planned for and carried out for all pupils named above, every 6-8 weeks (every half term).
- Organise children into ability groups for Phonics & Reading and assign a teacher or TA to each group based on assessments every half-term.
- Organise 'drop ins' for RWI Phonics & Reading groups to offer support and coaching. This will ensure consistency of teaching across all groups.
- Model lessons for staff to observe
- Organise support and training for staff.
- Track children's RWI assessments.
- Organise for resources to be sent home and lead workshops for parents, as necessary.
- Organise and deliver Master Classes to ensure consistency of teaching across groups

SEN AND MORE ABLE PUPILS AND INTERVENTIONS

Catch-up Intervention

Interventions should be organised for any child who is not making expected progress (identified by Phonics Lead). These should be planned for and carried out every day until the identified child/children have caught up to the required standard. Children learn and practise the sounds they are not secure with during previous learning. The needs of all children will be met as children are regularly assessed every 6-8 weeks (every half-term) and organised into homogenous groups based on ability.

Keep-up Strategies

To ensure children keep up, they become spotlight children and are a focus in all lessons. Regular check-ins and formative assessments are carried out throughout the lesson. Children will engage in a same day intervention to practise the sounds/words they have struggled with in the lesson.

Moving on

All children in year 1 and Foundation must stay on the phonics programme. Children will be given a further book to read and accelerated read activities to complete.

Other strategies to catch-up and keep-up -

- Daily 1:1 intervention
- Pinny Time
- SDI – Same Day Interventions

HOME LEARNING

Every child in Year 1 will be given home learning activities based on the sounds they need to learn and Book Bag books will be sent home every 3 or 5 days depending upon which group the child is in. Book bag books match children's phoneme ability and are meant to allow children to show off their skills. Every half term after assessment, the sounds children are learning will be sent home for parents to use to support their children. After a mock phonics check, a gaps analysis letter will be sent home along with a pack of resources to help children make progress.