THE MEADOWS PRIMARY SCHOOL

Phonics Policy – Appendix B

Vision	At The Meadows Primary, our vision is that children will become confident readers, with a lifelong love of reading. Effective phonics teaching is the first step to achieving this. At The Meadows Primary, we use the Read Write Inc. synthetic phonics programme to teach our children the 44 different phonemes and the core skills of segmenting and blending. Through the teaching of RWI phonics, we feel that we can give all children the best start on their 'reading journey.'
Curriculum Content	At The Meadows Primary, we use the Read Write Inc phonics programme (RWI) to teach the requirements of the National Curriculum. Children are taught: • use the alphabetic code (150+ graphemes that represent 44 sounds) • decode letter-sound correspondences quickly and effortlessly, using their phonics knowledge and skills • read common exception words on sight • understand what they read • read aloud with fluency and expression. • spell quickly and easily by segmenting the sounds in words. • write confidently with a strong focus on vocabulary and grammar
Expectations and Greater Depth	Children are regularly assessed using the RWI assessments or a phonics screening test and are grouped in homogeneous phonics groups. After each phonics assessment, groups are reviewed and children are regrouped in light of the assessment. Children who are working at a Greater Depth level move at a quicker speed through the scheme and adjustments are made to ensure challenge. More emphasis is put on spelling and comprehension.

Last reviewed: Autumn 2024
Due for review: Autumn 2027

Implementation	In EYFS and Year 1, the RWI scheme is used to teach phonics and common exception words on a daily basis. Children are assessed and grouped according to their phonic ability. Sometimes, online resources and other games are used to support RWI. Early and regular intervention is in place for those children who need it. In Year 2, those children who did not to pass the Year 1 Phonic Screening test will continue to follow the programme throughout the year and also receive additional intervention. Throughout KS2, specific phonics interventions are used to meet the needs of the individual child.
Cultural Capital and British Values Links	Phonics promotes British Value links through: **Democracy**: every child has a voice **Mutual respect:** by working with a partner, children being polite to each other, taking turns, supporting each other in a positive manner and leading by example **Rule of Law**: children are respectful and strive to follow the school's shared values.
Assessment	Children are monitored, tracked and assessed at regular intervals throughout the school year and grouped accordingly. In EYFS, teachers use the RWI entry assessment to initially group the children. They are then regularly assessed by class teachers/TAs using RWI assessments. In Year 1, children are assessed at least 3 times throughout the year using both RWI assessments and/or previous Year 1 phonic screening tests. In Year 2, the children who did not pass the phonic screening test in Year 1, are initially assessed using RWI assessments and are regularly assessed throughout the year to monitor their progress and identify their barriers so that appropriate invention can be implemented. Every June, all Year 1 children are formally assessed in their phonics skills. In addition, any Year 2 child that has previously failed the Year 1 screening test will be retested. At the end of each year in KS2, the vulnerable group (pupils who did not pass their phonics screening check in Year 2) will be reassessed in their phonics skills using a past phonics screening assessment. This will continue until such a time whereby the pupil(s) have passed their phonics screening test. In the autumn term of KS2, the vulnerable group are assessed by the school's SENDCo and appropriate interventions are implemented.
Reporting	The Phonics Year 1 Screening Check is statutory. Results are reported to parents, Head teacher, Phonics Leaders, English Lead and the Local Authority. Tracking information is passed on at the end of year from one year group to the next. Any child that does not pass the check in Year 1, repeats the check in Year 2.

Monitoring and Evaluation	It is the responsibility of the Phonics Lead (Angie Jones) to monitor and evaluate the teaching and learning in phonics. Monitoring will be completed through lesson observations, informal observations, review of phonics log and discussions with year groups. In addition, copies of new phonics groups after assessments will be shared with class teachers and teaching assistants in EYFS &KS1. Staff training and CPD- all staff who teach phonics have attended RWI training. Staff have access to the RWI portal and online training material. Staff are encouraged to approach the class teacher/ Phonics Lead if they have any immediate questions.
Resources	RWI resources are used to teach phonics. Each year group will have the necessary resources available to teach each level of the RWI scheme. Resources should be checked at the beginning of the year to ensure everything is in place. Teachers can speak to the phonics leader if any additional resources are required that will enhance the teaching of phonics.
Partnership with Parents/Carers	In EYFS, activities are regularly sent home that allow children to practise letter and words that they have been learning in class. In Year 1, support activities are sent home as and when it is necessary. Support activities for intervention children are sent home to practise. In Year 2, spelling activities are sent home and children in the intervention group take home phonic support activities to practise.
Health and Safety	As children are taught in different groups and different areas around the school, it is the responsibility of each adult to check that their teaching area is safe. Any concerns with regards to health and safety should be reported to the Phonics Lead who can inform the relevant person.