



Rawmarsh Ryecroft Infant School

Phonics/RWInc Policy

Written - September 2025

Next Update - September 2027 (or before as required)

This policy reflects the school's values and philosophy in relation to the teaching and learning of Phonics. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Reading Policy and Read, Write, Inc scheme, which sets out in detail what pupils at different stages will be taught. This document is intended for all teaching and non-teaching staff, Governors, parents, OFSTED, External partners and interested others.

At Ryecroft Infants, we are committed to excellence in the teaching of Phonics. We are passionate about ensuring all children become confident readers and writers. Phonics is a key skill that supports the development of early reading skills and our mission is to teach every child to read and to keep them reading.

Aims for the Teaching of Phonics

At Rawmarsh Ryecroft Infant School, using the RWINc programme, we aim:-

- To raise standards in reading and writing by using the Read, Write Inc scheme for the teaching and learning of phonics.
- To ensure children apply phonic knowledge and skills as their first approach to reading and spelling and that this is continually assessed and monitored.
- To develop each child so that they are able to read with fluency, good understanding and have love of reading that will stay with children all their lives
- That the majority of children should be confident readers by the end of Key Stage 1.

Intent

At Ryecroft, we follow the structure of RWI with fidelity. Our children are provided with additional opportunities to develop and extend their phonics skills across Foundation and Key Stage 1 also outside of their phonics sessions. All children are taught phonics as a discrete 45 minute lesson every day with phonics included within learning across the curriculum whenever possible. By focussing on the teaching of skilled word reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to pronounce unfamiliar printed words (decoding) and speedily recognise familiar printed words. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

Although we appreciate all children learn differently, our age-related expectations are:

By the end of EYFS children should:

- read and understand simple sentences
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight some tricky words
- use phonic knowledge to write words in a way which matches how the sounds are said

- write some irregular common words.

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- read many common exception words fluently
- read phonically decodable three-syllable words
- read a range of age-appropriate texts fluently
- demonstrate understanding of age-appropriate texts
- read decodable words that end -s, -es, -ing, -ed, -er, -est
- say the correct sound to grapheme for all the 40+ phonemes
- Have a phonetic understanding which will enable them to pass the Phonics Screen Check

By the end of Year 2 children should:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read and spell most common exception words for year 2
- read words accurately and fluently without overt sounding and blending
- sound out most unfamiliar words accurately, without hesitation
- segment spoken words into phonemes and represent these by graphemes
- Be able to utilise their phonetic understanding to meet the expected standard at the end of Key Stage 1

Implementation

Children begin their RWInc journey in their first week in school which is based on 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.

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

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!

These principles and features characterise our approach to the teaching of RWI

- Full trained teachers and TA's teach RWInc using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
- Pupils are taught within small homogenous groups, vertically across year groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.

- RWI teachers have all of the RWI resources needed to teach RWI and they follow detailed lesson plans to maintain consistency of the teaching of reading across every RWI lesson, irrespective of the RWI reading teacher.
- Staff attend regular CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process.

Lessons are initially 30 minutes long before extending to 45 minutes daily. Additional phonics teaching is also used in Year 1 to support children's development prior to the Phonics Screening Check.

The school uses two main elements of Read Write Inc phonics – speed sounds Sets 1, 2 and 3 and ditties / storybooks. These elements are developmental. All children should taught them, however some children may progress through them more quickly while others may need additional support to accomplish.

1. Speed Sounds Sets 1, 2 and 3

The speed sound lesson plans give clear guidance on how to teach the children the sounds they need to read the storybooks.

Children:

- Learn 44 sounds
- Learn to read words using sound blending
- Learn to write the letters / letter groups which represent the 44 sounds
- Learn to write words by saying the sounds and graphemes
- Learn to spot 'special friends' i.e. digraphs and trigraphs

2. Ditties and Storybooks

Once children can read and blend all the Set 1 sounds into words e.g. cat, hot, big, they then read Ditties, then Storybooks. The phonic knowledge required to read each Ditty or Storybook is taught before the story is read. The language in the books is natural and fluent but with a strong phonic structure. Each story has a clear shape and humour is a strong feature.

Children:

- Read lively stories featuring words they have learned to sound out
- Show that they comprehend the stories by answering 'Find it' and 'Prove it' discussion questions

Phonetically Decodable Text

For children accessing the RWInc Scheme, texts and learning support sent home are reflective of their ability and mirrors their learning within school to allow it be embedded with additional practise. Children initially take home Set 1 sound cards, moving to ditty sheets before taking home both a copy of the book they have been reading in school alongside the corresponding Book Bag Book.

Parental Engagement and Support

Parents are invited to a Reading Meeting within school as soon as children are settled in Foundation Stage. This provides an opportunity for staff to explain the RWInc scheme, the vocabulary used and ask any questions. It also gives parents the chance to learn more about the blending and segmenting process and how the phonics is embedded within the curriculum in school.

Organisation

The phonics/reading leader is responsible for phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on training to staff where appropriate
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the school

The class teacher (in liaison with the phonics group teacher) is responsible for:

- Ensuring progress in the acquisition of phonic knowledge and skills
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and take advantage of training opportunities
- Keep appropriate on-going records
- Planning effectively for phonics, liaising with the phonics leader when necessary
- Informing pupils and parents of their progress, achievement and attainment

Planning the Phonics Curriculum

Long term/medium term planning - is based on the Read, Write, Inc scheme for the appropriate year group / phase of learning, tracking forward/ back as required, building on prior learning, taking previous teacher's planning into consideration.

Short term/weekly planning - lesson plans should be taken from the Read, Write, Inc speed sounds book and adapted as necessary to suit the needs of learners. Planning should build on from prior learning and daily assessment. Assessment feedback should be shared with the reading leader (Mrs K Blythe).

Impact

Monitoring and Assessment/ Moderation

Regular assessment ensures that pupils are taught in groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their

reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.

Half termly assessment results are recorded on the school's tracking system. The group that the children are working within is recorded. This system is used to support teaching and learning and the assessment process.

This RWI assessment is used to form new RWI groups which are re-arranged half termly. The RWI co-ordinator/lead will provide all group teachers with an individual gap analysis of sounds for each child to work on for that half term, as well as their starting point for this half term.

Assessment is used to ensure additional support is in place for all children not making age related expectations.

All assessments are held centrally and form part of the school tracker and data system. They are used to determine rates of progress against average expectations and are used to set up percentage and numerical targets.

Inclusion

Ryecroft Infant School is an inclusive school and ensures policy and procedure are in place to promote this. Children experiencing difficulties in developing their reading skills will be set specific targets on a Gateway To Learning plan which will be reviewed each term. Children, including the lowest 20%, will receive additional adult support, either 1-1 or in a small group. Children making accelerated progress will be identified and supported through accurate groupings. All children have equal access to phonics learning regardless of race, gender or ability. The scheme is carefully planned in such a way as to appeal to all and careful consideration is given to the learning materials provided, ensuring all people are represented and stereotypes avoided.

EYFS

Children within the Foundation Stage access phonics within the same structured format as all other year groups, with their learning supporting their outcomes in the EYFS document under the ELG - Word Reading. Outside of the structured daily phonics session, phonics teaching continues throughout the curriculum and within both the internal and external learning environments.

Links to other Policies

This policy is closely linked to our Reading, Writing and Handwriting Policies.

