

EYFS

Phonics & Early Reading





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SCHOOLS
SETIA ECO PARK

Phonics is the foundation of early literacy and essential for ensuring that all students develop strong reading and writing skills. The Read Write Inc. (RWI) programme is used across our school to ensure consistency, structure, and progression in the teaching of phonics. This policy outlines our approach to teaching phonics, assessment, and intervention, ensuring every child is supported in their learning journey.

01

Introduction

Aim

- To develop confident and fluent readers and writers through a structured synthetic phonics programme.
- To ensure every child achieves success in reading and writing by providing high-quality, differentiated phonics instruction.
- To ensure all children can read both for pleasure and for learning.
- To promote inclusive practices by offering tailored interventions to support all children.

The Read Write Inc. Programme

Read Write Inc. is a systematic, synthetic phonics programme that teaches children the relationships between letters and sounds to help them read and write. The programme is designed to be engaging, interactive, and to meet the needs of all learners, including those for whom English is an additional language (EAL).

The key elements of RWI are:

1. **Phonics Instruction** – Phonics is taught daily through RWI lessons. Children learn to decode (read) and encode (write) words by understanding letter-sound correspondences.
2. **Fluency** – Pupils work on becoming fluent readers by blending sounds together to read words and sentences with confidence.
3. **Reading Comprehension** – Once pupils can decode text, they are encouraged to develop comprehension skills through discussion and engagement with stories and texts.
4. **Writing** – In addition to reading, pupils develop the ability to write by segmenting words and using phonics skills to spell.

RWI lessons include:

- **Speed Sounds** (letter-sound recognition),
- **Word Time** (blending and segmenting),
- **Story Time** (reading for fluency and comprehension).

02

Implementation

Phonics instruction starts in Term 1 of Reception year and continues until children have completed the programme which is usually by the end of Y2. We teach phonics beyond Year 2 when children need to continue learning, and we use teach phonics for children with English as an Additional Language all through Primary.

Daily phonics lessons in the Foundation Stage (EYFS)

- RWI Phonics is taught daily in Reception, Year 1 and Year 2, for 20-30 minutes.
- Children are grouped according to their level of phonics knowledge and understanding to maximise progress.

Nursery

We provide a balance of child-led and adult-led experiences for nursery children, that meet the curriculum expectations for Communication and Language and Literacy. This ensures Nursery children are well prepared to begin formal phonics instruction, including learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Early phonemic development in nursery includes:

- Sharing high-quality stories and poems
- Learning a range of nursery rhymes, action rhymes and activities that develop focused listening and attention, phonological awareness and exposure to high-quality language.
- Sound discrimination, such as initial sounds, alliteration and oral blending as we begin to develop phonemic awareness.

Reception

- Children make a strong start in Reception where phonics teaching begins in Week 2 of Term 1.1.
- We build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Set 1 is taught daily from Term 1.1.
- Assessment is carried out each half term using RWI assessment and tracking (see Assessment).
- Children are taught in groups that are reviewed regularly.
- Stalled progress is identified and addressed through interventions (see Interventions)

End Of Reception Year Expectations

(note: this applies to children who have completed 3 terms. Those who have not completed 3 terms may need additional time)

- Most children can identify and apply all Set 1 sounds.
- Some children can identify and apply Set 2 sounds in their reading and writing.
- Most children can read all Set 1 Red words
- Some children can read all Set 2 Red words
- Most children have reached Ditty Level story books.
- Some children have reached Green Level story books.

The EYFS Early Learning Goals (ELGs)

- Children can say a sound for each letter in the alphabet and at least 10 digraphs
- Children can read words consistent with their phonic knowledge by sound-blending
- Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Ensuring Consistency & Pace Of Progress

Every teacher and LSA who delivers phonics in our school has been trained to teach the RWI programme. We all use the same language, routines and resources to teach children to read. CPDL, peer to peer learning visits, lesson format templates, prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.

The English Team, Year Group Leaders and PLT regularly monitor and observe teaching. Phonics Learning Visits are carried out on a termly basis.

Year Leaders, SLT and the English team use the summative data to identify children who need additional support and gaps in learning. Data is also used to help identify CPD needs amongst staff.

Interventions

Children who are not making the expected progress in phonics are provided with additional support. This may include 1:1 tutoring or small group sessions using the RWI programme or other phonics-based interventions.

EAL Support: Special attention is given to students for whom English is an additional language. Visual aids, additional scaffolding, and bilingual resources are used to support their phonics learning.

Catch-Up Programmes: For students who enter the school at later stages and have not been exposed to systematic phonics instruction, a catch-up programme may be implemented to bridge gaps and ensure they acquire the phonics knowledge they need.

Story Time

Reading practice sessions take place three times a week. Children use books matched to their secure phonic knowledge. Progress is monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding, rhythm and expression
- Comprehension: teaching children to understand the text.

Reading practice sessions start once children reach the Ditties group. This is where children have learnt Set 1 sounds and are beginning to blend/decode.

Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Home Reading & Parent Support

- Decodable reading practice books are taken home to ensure success is shared with families.
- Reading for pleasure books also go home for parents/carers to share and read to children.
- We share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Workshops

Phonics workshops and information sessions are held to inform parents about the RWI programme, how phonics is taught, and how they can support their child's learning at home.

Assessment

Baseline

Children will take a baseline assessment when they join Tenby Schools Setia Eco Park. This will be through RWI Assessment sheets and on a one-to-one basis.

Every Half Term

Children will be assessed using the Read Write Inc Phonics assessment individual tracking sheet. They will be assessed on the sounds they can identify and segmenting and blending of real and alien words with the sounds they have learnt. Assessments will be done on a one-to-one basis by the class teacher and learning assistants.

Tracking & Monitoring Progress

Regular assessment is essential to ensuring all children are making good progress and that the needs of all children are met.

Following half-termly phonics assessment, attainment levels will be added to the Excel Phonics Tracking sheet, which maps the progress of all children. Phonics assessment data will be recorded in the ISAMS Gradebook on a termly basis.

Phonics assessment data will be analysed in year-groups at half termly meetings to:

- Identify stalled progress and put interventions in place
- Group children based on their needs.
- To adjust groups and ensure progression of children through phonics levels

Phonics groups are flexible, and a child can be moved to a different phonics group before the next assessment, based on a teacher's judgement.

Year Group leaders, the Phonics Lead and the Primary Leadership team will:

- Make termly learning visits to ensure consistency and accuracy of teaching and learning.
- Use phonics tracking data to identify any patterns of need and put in place further training for any staff who may need support.
- Scrutinise phonics progress data each half term to ensure progress and identify areas of need.

Roles & Responsibilities

- **Class Teachers:** Responsible for planning and delivering phonics lessons using the RWI programme. They will assess student progress, provide targeted interventions, and maintain communication with parents.
- **Phonics Lead:** Responsible for overseeing the implementation of the RWI programme, providing professional development for staff, monitoring phonics data, and ensuring consistency across year groups.
- **Support Staff:** Teaching assistants will work alongside teachers to support children in phonics lessons, particularly those who need additional support or intervention.
- **Senior Leadership Team:** Responsible for ensuring that phonics is a whole-school priority and providing the necessary resources and support for the programme.