



Read Write Inc. Phonics

Intent

Phonics is a key strategy that supports the development of early reading skills. At St Edmund's we combine quality phonics instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our children with the skills they need to have a successful start to their lives as readers. We believe that developing reading skills early allows our children to learn and grow within our curriculum. Reading helps us to acquire new knowledge, understand the world. It is through reading that we access all other subjects which makes phonics vital.

Implementation

At St Edmund's we follow the 'Read, Write Inc' programme to teach phonics.

In Early Years, children focus on Set 1 sounds in the Autumn term and start to blend words orally. In the Spring term, they will focus on blending and reading ditties and red books. By the summer term, the children move on to Set 2 sounds and by the end of the summer term, their aim is to read green and purple story books.

Children in Year 1 will continue to read Set 2 sounds and know all of them by the end of the Autumn term. They will read the pink story books. In the Spring term the focus is on learning the Set 3 sounds and reading the yellow books. By the end of Summer term one, the expectation is that all pupils will know the Set 3 sounds and will be reading the blue books.

In Year 2, it is expected that children will have progressed through the Phonics Programme and be reading with increasing fluency and comprehension. They will continue reading the blue books and finally progress on to the final level, which are the grey. By the end of Spring term, children will have finished all the RWI books and will start accessing the RWI comprehension and spelling programme.

Phonics is taught daily in Reception, Year 1 and Year 2. When the children have progressed through all levels of the reading books, they will be taught the RWI spelling and comprehension programme daily.



St Edmund's Catholic Primary School's Phonics Subject Story



Each Phonic session will follow the same structure:

- Revisit/Recap (Speed sounds)
- Teach (New sound, green story and speedy words, red words)
- Practise (Reading the words – Fred out loud, Fred in your head, then speedily)
- Apply (read books with partner practising the new word)
- Assess (See which words/sounds need to have more practise)

Alongside Phonics, children in the Early Years and Key Stage 1 have regular reading lessons, story time and opportunities for Speaking and Listening throughout the day.

Impact

Y1 Phonics check

Phonics Screening	National			School			Internal	
	2017	2018	2019	2017	2018	2019	2020	2021
Y1	81	83	82	76	87	91		
Y2							(S2) 87	(A2) 82

- ✓ Monitoring of staff lesson design shows strong evidence of staff subject knowledge and teacher modelling of writing.
- ✓ All learning is matched appropriately to the age group being taught.
- ✓ All reading books are matched to the sounds being taught
- ✓ Children are regularly assessed and put into an appropriate group to suit ability
- ✓ Our pupils' work in books consistently shows evidence of opportunities for applying skills in a range of purposes for writing.
- ✓ Children are prepared year on year for the next step in their writing and reading education.
- ✓ Implementation of whole class reading sessions have had a positive impact on progress and outcomes in KS2.

If you were to walk into Phonics lessons at St Edmund's, you will see:

- Phonics Speed Sound charts to aid learning
- Learners engaged in meaningful activities – speed sounds, speedy green words, story green words, red (tricky) words, hold a sentence, build a sentence, partner practise reading the books, spelling rules
- Opportunities for learners to apply new skills through writing and reading time
- Teacher modelling of extended writing outcomes
- A wide range of vocabulary being used