



### INTENT

At Boxgrove, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent readers and successful, confident writers. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. The teaching of phonics is of high priority.



### BIG IDEAS

The children will be able to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.
- Use phonics strategies to allow children to move forward with their spellings as they progress through KS1 and KS2.



### CONTENT & SEQUENCING

- We follow the RWI Programme for teaching systematic phonics. Teachers use comprehensive plans and receive regular training updates. Each lesson incorporates the same structure which includes a writing element.
- The Read Write Inc. programme has detailed and structured lesson plans. These give the teachers practical day-to-day guidance.
- Reception children receive four discrete phonics lessons per week.
- Year 1 children receive four discreet phonic lessons per week.
- In the Autumn term, Year 2 children consolidate their phonics learning from Year 1 and Reception by reading words containing set 1, 2, and 3 sounds. They will then move on to reading multisyllabic words from sets 1,2 and 3 speedily and accurately.
- All groups are taught using the same behaviour signals and structure. This ensures that the children clearly know what is expected and what comes next regardless of the group that they are in.

Reception - Set 1 and 2

Year 1 - Consolidate Set 2 and Set 3

Year 2 - Consolidate Set 3 and RWI Spelling

- Every lesson follows the successful structure:
  - Teach
  - Revisit
  - Practise
  - Apply
  - Assess



### LINKS WITH ENGLISH & MATHS

- Direct teaching underpins Read Write Inc. It is the quickest route to ensuring all children learn to read and write. Every day, children learn new sounds and review previous sounds and words.
- The children apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and write these sounds in individual words and, later, sentences.
- These skills can then be utilised across the curriculum.



### RETRIEVAL PRACTICE

- Constant revisiting of sounds in YR, Y1 and Y2 in every lesson, including spelling in Y2.
- Revisiting sounds and strategies used in phonics 1:1 interventions across the school.



### PROGRESS

- YR to know Set 1 and 2 sounds by the end of the year.
- Y1 to know Set 3 sounds by the end of the year and children to sit a phonics screening test in June.
- Half termly summative phonics assessment
- Children who are working below age related expectations will receive appropriate 1:1 intervention.



### SUPPORT

- Phonics ability groups YR, Y1 & Y2
- Phonics intervention groups Yr R, Y1 and Y2 upwards.
- Phonics Intervention for Set 1, 2 and 3.
- Half termly assessment to identify gaps
- Target readers
- Revisiting sounds/segmenting and blending

The programme is for:

Pupils in Reception to Year 2 who are learning to read and write.

Any pupils in Years 2, 3 and 4 who need to catch up rapidly with the use of 1:1 Phonic booklets.

Implement RWI 1:1 booklets to support struggling readers in Years 5 and 6.