



ALDERMAN JACOBS PRIMARY SCHOOL

PHONICS AND RWI POLICY

Aims

This policy sets out the schools' approach to the teaching of systematic phonics across school.

Legislation and Guidance

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a primary school. Documents produced by the Standards and testing Agency sets out the framework against which Year 1 pupils will be screened to show their attainment against the phonics standard. This policy also acknowledges the requirements set out in the Early Years Foundation Stage (EYFS) statutory framework

Our Curriculum overview, medium and short term planning can help support this policy, as will a look at these relevant schemes of work:

- Phonics- RWI
- Grammar and Punctuation
- Spelling
- Handwriting

Rationale:

At Alderman Jacobs we recognise that without effective communication, little achievement can be made. At Alderman Jacobs we believe that all pupils should have every opportunity to learn to read and embed reading knowledge. We therefore use the RWI program to teach reading in EYFS and KS1.

Read Write Inc. Phonics

RWI is an inclusive literacy programme for all pupils learning to read. It is aimed at teaching synthetic phonics. Pupils learn the 44 common sounds in the English language and how to blend them accurately to read and spell.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI phonic sessions are frequently taught, as the continuity and pace of the programme is the key to accelerating the progress of pupil's reading development.

Aims and Objectives

To teach pupils 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 a reversible process.
- 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.

RWI is based on the 5 P's:

- Praise- Pupils learn quickly in a positive environment. Praise and hand out tokens constantly.
- Pace- Good pace is essential to the lesson as well as continuing the lessons over the week.
- Participation- A strong feature of the lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach)
- Purpose-Every part of the lesson has a purpose. Don't skip parts out.
- Passion-This is a very prescriptive phonics programme. It is the energy, enthusiasm and passion that teachers put into the lesson that brings the teaching and learning to life.

Planning

Pupils work within ability groups which are defined by their performance on the RWI phonic tests, benchmarking regularly, assessments and class reading. Pupils are to be retested and the groups are to be re-organised accordingly.

Basic planning is integrated into the teacher's handbooks and follows set routines. Reading teachers are required to set up their sessions in advance to the pupils arriving at the group so that no time is wasted for learning.

Delivery of Phonics

Phonics is the key element of the RWI programme. Some key points to be addressed are:

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' i.e. 'b' not 'buh' as this is central to phonic teaching and the ability for pupils to recognise sounds in words.
- Pupils are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Letter names are to be introduced within set 3 sounds.
- Teachers are to give pupils a wide variety of experiences to then practice the sound through a range of activities.

- Teachers are expected to share one alien word with the new sound in every time a new sound is taught from EYFS.

RWI across the school

Aims:

- All pupils in EYFS and Year 1 to receive phonics at least 4 times a week and Phonics for Spelling in Year 2 and up.
- Pupil who are in Year 2 and are still on the RWI programme to receive phonics at least 4 times a week.
- All pupils in EYFS to be reading Green books independently by the end of EYFS.
- All pupils in Year 1 to finish the Blue Books by the end of summer term.
- All pupils in Year 2 to finish Grey Books by the End of Spring 1 and to access comprehension and spelling programmes by the end of summer term.
- All pupils to begin Year 2 with the Grey books or on the Literacy and Language programme and be off of the RWI programme with the exception of some SEND pupils whom may need longer to progress.

Foundation Stage

RWI is fully implemented in EYFS from September. Pupils will begin learning to blend in the Autumn term with pupils then being grouped after the initial sounds and initial blends have been taught. Once these sounds have been taught assessments for grouping will take place.

Sessions will take place daily. The sessions will increase in time throughout the year and will last for 45 minutes in the Spring and Summer term to support pupils in their transition to KS1. Throughout each session pupils will access a 10-15 minute speed sounds session, read a ditty/story book, a play based challenge and a simple writing activity in line with the EYFS programme.

Year 1

RWI groups will be set following assessments throughout the year. The RWI sessions will be the main basis of the Phonics, Handwriting, Spelling and form part of Comprehension teaching. Phonics and Speed Sounds are to be taught at least 4 times per week for pace and progression for reading.

Sessions will begin with a speed sounds lesson followed by a reading activity and a writing activity based around the RWI books.

Year 2

Pupils in Year 2 will be taught a 45 minute RWI session 4 times per week if they are still accessing the RWI programme. Those who are not accessing the RWI programme will be taught a 45 minute CUSP reading lesson 4 times per week.

Key Stage 2

Those with the greatest need in Years 3 and 4 will access RWI sessions alongside KS1. These will be grouped according to their RWI assessments. Those with the greatest need in Years 5 and 6 will access the Fresh Start programme which will take place in the form of an intervention. Whole class revision of the sounds will take place throughout KS2 at least twice per week.

SEND

SEND pupils involved in RWI sessions will work in ability groups and teaching is geared to the speed and progress of each group. 1:1 and 1:3 and 1:5 tuition will be identified by the Assistant Head of Lower School. RWI is also taught through the use of Attention Autism Bucket sessions.

Able Pupils

More able pupils are catered for as groups are based on ability and there is flexibility to accommodate gifted younger pupils within groups of older pupils as necessary. Gifted writers and readers should be given differentiated objectives in RWI lessons. Pupils can be moved across year groups if this is deemed appropriate. Pupils who have finished the RWI programme in Year 1 have access to the CUSP reading programme used across school.

Assessment and Recording

Pupils are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of their pupils. The teacher assesses how pupils:

- Read the grapheme chart
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Formal assessment is carried frequently. This allows homogeneity within each group and indicates the correct access points for new pupils. Records of movement will be kept and organised. Regular formal assessment ensures that children are in the appropriate groups and are being taught the sounds that they do not know.

Monitoring and Review

School Leaders are responsible for:



- Arranging training for Teachers and TAs
- Arranging modelled lessons
- Organising External CPD
- Supporting the monitoring and testing of all pupils and updating data

- ‘Drop Ins’ on RWI groups to give advice and to informally check that all pupils are in the correct groups
- Adding information about RWI teaching and learning to the TOT
- Is responsible for reporting about the quality of the implementation of RWI and the impact on standards
- Overseeing planning for KS2 and intervention groups
- Monitor pupils progress at least ½ termly and recognise groups accordingly
- Organising phonics intervention and support groups for pupils falling behind or in need of retesting.

Links to other policies

Handwriting
 English
 Spelling
 Reading

Statutory/**Non Statutory**

Reviewed		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Kayla Neacy	Summer 2025	LGC	Summer 2025	4 years	Summer 2029		

Appendix 1:

Speed Sound Lesson - Set 1

	Teaching steps <i>(from Speed Sounds Lesson Plans handbook)</i>
Purpose	1. Share the purpose of the activity with the pupils.
Say	1. Say the sound (bounce or stretch). 2. Show the Picture cards. Bounce/ stretch the sound before you say the name of each picture. Ask pupils to repeat.
Read	1. Copy the picture side of the card onto the board/ paper. Run your finger around the picture as you bounce/ stretch the sound and then say the picture name as you touch the end of the letter. Ask pupils to repeat. 2. Write the sound beside the picture. Run your finger around the picture as you bounce/ stretch the sound and then say the sound as you touch the end of the letter. Ask pupils to repeat. 3. Show how the picture side of the Speed Sound card is the same as your drawing. Explain that the letter is hidden behind the picture. Turn the card to reveal the same letter. 4. Ask pupils to say the sound or the picture name as you flip the card a few times.
Speed Sounds Review	1. Hide the new sound in the pack of sounds taught so far. 2. Ask pupils to read the sounds and spot the new sound – no bouncing or stretching. 3. Increase the speed as pupils gain confidence. Review sounds throughout the day.

Write	<ol style="list-style-type: none"> Handwrite <ul style="list-style-type: none"> ○ Air-write the letter saying handwriting phrase. Ask pupils to repeat. ○ Repeat on board. ○ Ask pupils to say the phrase as they write on paper, at tables. Sound-write <ul style="list-style-type: none"> ○ Bounce or stretch the sound as you air-write. ○ Repeat on board. ○ Ask pupils to say the sound as they write on paper, at tables.
Speed Write	<ol style="list-style-type: none"> 1. Choose three of the sounds taught so far. 2. Say each sound as pupils write on paper, at tables.
Oral Fred Talk	<ol style="list-style-type: none"> 1. Say each word in sounds followed by the word. Ask pupils to repeat.

Teaching blending using the 'assisted blending' technique

	Teaching steps <i>(from Speed Sounds Lesson Plans handbook)</i>
Purpose	<ol style="list-style-type: none"> 1. Share the purpose of the activity with the pupils.
Review Speed Sounds	<ol style="list-style-type: none"> 1. Review the Speed Sounds cards taught so far to identify the sounds they can read speedily.
Blend orally	<ol style="list-style-type: none"> 1. Say the sounds and ask pupils to repeat. 2. Say the sounds followed by the word. Ask pupils to repeat. 3. Give the meaning of the word, if necessary.

Blend with the Speed Sounds cards	<ol style="list-style-type: none"> 1. Say the sounds as you place them in the pocket chart. 2. Point to and say the sounds, then sweep your finger under the word and say the word. Ask pupils to copy. 3. Repeat until all pupils join in confidently.
Blend with the magnetic letters	<ol style="list-style-type: none"> 1. Model how you make the word on a magnetic board. 2. Point to and say the sounds, then sweep your finger under the word and say the word. 3. Ask pupils to make the word on a magnetic board. 4. Ask them to point to the sounds and read the word.

Independent Blending

	Teaching steps <i>(from Speed Sounds Lesson Plans handbook)</i>
Purpose	<ol style="list-style-type: none"> 1. Share the purpose of the activity with the pupils.
Read the Green Word cards	<ol style="list-style-type: none"> 1. New words <ul style="list-style-type: none"> ○ Show the word and ask the pupils to tell you the 'special friends'. ○ Ask pupils to say the sounds and read the word. ○ Repeat the word with exaggerated pronunciation and ask pupils to copy. ○ Give the meaning of the word, if necessary. 2. Previously taught words <ul style="list-style-type: none"> ○ Ask pupils to read words without dots and dashes, and use 'Fred in your head' to gain fluency.

Nonsense words - assessment only

	Teaching steps <i>(from Speed Sounds Lesson Plans handbook)</i>
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Read nonsense words	<ol style="list-style-type: none"> 1. Share the purpose of the activity with the pupils. 2. Tell the pupils that the word they are about to read belongs to an alien language. 3. Show the word and ask pupils to tell you the 'special friends'. 4. Pupils say the sounds and read the word.
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Word Time 7

	Teaching steps <i>(from Speed Sounds Lesson Plans handbook)</i>
Read Green Words in Word time 7	<ol style="list-style-type: none"> 1. Make own two-syllable Green Word cards e.g. pocket, robin, lemon, button. 2. Add ck, ff, ll, nn, pp, rr, ss, tt, tch to the simple Speed Sounds poster with post-it notes. 3. Repeat steps in 'Read the Green Word cards' box using two-syllable Green Word cards.

Spelling using Fred Fingers (Set 1)

	Teaching steps <i>(from Speed Sounds Lesson Plans handbook)</i>
Purpose	<ol style="list-style-type: none"> 1. Share the purpose of the activity with the pupils.
Spell using Fred Fingers	<ol style="list-style-type: none"> 1. Tell pupils the number of fingers to hold up. 2. Ask pupils to: <ul style="list-style-type: none"> ○ Repeat the word and pinch their fingers as they say the sounds. ○ Write the word as they say the sounds, underlining any 'special friends'. 3. Write the word on the board and ask pupils to tick/ correct the spelling of each sound.
Write words	<i>Model the steps above until pupils can follow the steps independently.</i>

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Speed Sound Lesson - Set 2

Purpose	1. Share the purpose of the activity with the pupils.
Hear and say sound	<ol style="list-style-type: none"> 1. Say the sound. Ask pupils to repeat. 2. Show and explain the picture side of the Speed Sound card. 3. Say the sound and picture phrase. Ask pupils to repeat. <p>Using the list of words on the back of the card, say each word in sounds. Ask pupils to copy and say the word.</p>
Read the sound	<ol style="list-style-type: none"> 1. Show the Speed Sound card (picture side) and say the picture phrase. 2. Show the letter side and say the sound. 3. Explain that when they see the two/ three letters together they say just one sound. 4. Point to and say the new sound on the simple Speed Sounds chart. 5. Ask pupils to say the sound or the phrase as you flip the card a few times.
Speed Sounds Review	<ol style="list-style-type: none"> 1. Hide the new sound in the pack of sounds taught so far. 2. Ask pupils to read the sounds and spot the new sound. 3. Increase the speed as pupils gain confidence. <p><i>Review sounds throughout the day.</i></p>
Read Word Time	<ol style="list-style-type: none"> 1. Show the word and ask pupils to tell you the 'special friends'. 2. Ask pupils to say the sounds and read the word. 3. Repeat the word with exaggerated pronunciation and ask pupils to copy. <p>Give the meaning of the word, if necessary.</p>
Read Review	<ol style="list-style-type: none"> 1. Ask pupils to read previously taught words without dots and dashes, and use 'Fred in your head' to gain fluency. 2. Ask pupils to read a few nonsense words:

	<ul style="list-style-type: none"> ○ Tell pupils that the word they are about to read belongs to an alien language. ○ Show the word and ask pupils to tell you the 'special friends'. ○ Pupils say the sounds and read the word.
Spell Word Time!	<ol style="list-style-type: none"> 1. Say the word and ask pupils to repeat. 2. Ask pupils to: <ul style="list-style-type: none"> ○ Count the sounds and hide fingers until you say 'Fingers'. ○ Repeat the word and pinch their fingers as they say the sounds. ○ Write the word as they say the sounds, underlining any 'special friends'. <p>Write the word on the board and ask pupils to tick/ correct the spelling of each sound.</p>
Spell Review	<i>Ask pupils to write some previously taught words using the steps above.</i>

Speed Sounds Lessons - Set 3

	Teaching steps <i>(from Speed Sounds Lesson Plans handbook)</i>
Purpose	1. Share the purpose of the activity with the pupils.
Hear and say sound	<ol style="list-style-type: none"> 1. Remind pupils of the corresponding Set 2 sound. 2. Say the sound. Ask pupils to repeat. 3. Show and explain the picture side of the Speed Sound card. 4. Say the sound and picture phrase. Ask pupils to repeat. 5. Using the list of words on the back of the card, say each word in sounds. Ask pupils to copy and say the word.
Read the sound	<ol style="list-style-type: none"> 1. Show the Speed Sound card (picture side) and say the picture phrase. 2. Show the letter side and say the sound. 3. Explain that when they see the two/ three letters together they say just one sound.

	<ol style="list-style-type: none"> 4. Point to and say the new sound on the Complex Speed Sounds chart. 5. Ask pupils to say the sound or the phrase as you flip the card a few times. <p><i>Split graphemes:</i> Tell the story about the chatty friends and use 'surprised eyes' to read these 'special friends'.</p>
Speed Sounds Review	<ol style="list-style-type: none"> 1. Hide the new sound in the pack of sounds taught so far. 2. Ask pupils to read the sounds and spot the new sound. 3. Increase the speed as pupils gain confidence. <p><i>Review sounds throughout the day.</i></p>
Read Word Time!	<ol style="list-style-type: none"> 1. Show the word and ask pupils to tell you the 'special friends'. 2. Ask pupils to say the sounds and read the word. 3. Repeat the word with exaggerated pronunciation and ask pupils to copy. 4. Give the meaning of the word, if necessary. <p><i>Split graphemes:</i> Use 'surprised eyes' to read these 'special friends'.</p>
Read Review	<ol style="list-style-type: none"> 1. Ask pupils to read previously taught words without dots and dashes, and use 'Fred in your head' to gain fluency. 2. Ask pupils to read a few nonsense words: <ul style="list-style-type: none"> ○ Tell pupils that the word they are about to read belongs to an alien language. ○ Show the word and ask pupils to tell you the 'special friends'. 3. Pupils say the sounds and read the word.
Spell Word Time!	<ol style="list-style-type: none"> 1. Say the word and ask pupils to repeat. 2. Ask pupils to: <ul style="list-style-type: none"> ○ Count the sounds and hide fingers until you say 'Fingers' ○ Repeat the word and pinch their fingers as they say the sounds. 3. After pinching the sounds, ask pupils to trace and say the letter names onto their fingers. 4. Write the word as they say the sounds, underlining any 'special friends'.

	5. Write the word on the board and ask pupils to tick/ correct the spelling of each sound. <i>Split graphemes:</i> Trace the letter e in the air as you add ‘where’s my friend...he’s on the end!’ Ask pupils to draw the arc to join the split grapheme when writing.
Spell Review	1. Review words that contain a sound that is represented by more than one grapheme.

Appendix 2:

Three-day timetable for teaching Red Ditty Level Books

Timings within a session

The timings for each day should last for about 45 minutes.

Allocate timing within this as follows:

- Daily Speed Sound Lesson including green word writing- 15 minutes.
- Reading- 15 minutes.
- Writing- 15 minutes.

Day 1- Ditty 1	Day 2- Ditty 2	Day 3- Ditty 3
Daily Speed Sound Lesson and Word Time	Daily Speed Sound Lesson and Word Time	Daily Speed Sound Lesson and Word Time
Story Green Words	Story Green Words	Story Green Words
Speedy Green Words	Speedy Green Words	Speedy Green Words
Red Word cards	Red Word cards	Red Word cards
Partner Practice- Ditty Speed Sounds, Story Green Words, Red	Partner Practice- Ditty Speed Sounds, Story Green Words, Red	Partner Practice- Ditty Speed Sounds, Story Green Words, Red

Words, Speedy Green Words	Words, Speedy Green Words	Words, Speedy Green Words
Ditty Introduction	Ditty Introduction	Ditty Introduction
First Read- Children	First Read- Children	First Read- Children
Read Aloud- Teacher	Read Aloud- Teacher	Read Aloud- Teacher
Second Read- Teacher	Second Read- Teacher	Second Read- Teacher
Questions to talk about	Questions to talk about	Questions to talk about
Red Word Spelling	Hold a sentence	Hold a sentence

Four-day timetable for teaching Green, Purple, Pink and Orange Level Books

Timings within a session

The timings for each day should last for about 45 minutes.

Allocate timing within this as follows:

- Daily Speed Sound Lesson including green word writing- 15 minutes.
- Reading- 15 minutes.
- Writing- 15 minutes.

Day 1	Day 2	Day 3	Day 4
Daily Speed Sound Lesson	Daily Speed Sound Lesson	Daily Speed Sound Lesson	Daily Speed Sound Lesson
Speed Sounds from the Story Book	Speedy Green Words	Speedy Green Words	Partner Practice- Speedy Green Words and Red Words.
Story Green Words	Red Word Cards	Red Word Cards	Think about the story

Speedy Green Words	Partner Practice- Speedy Green Words and Red Words.	Partner Practice- Speedy Green Words and Red Words.	Fourth Read- Children
Red Word Cards	Second Read- Children	Third Read- Children	Questions to talk about.
Partner Practice- Speed Sounds and Story Green Words	Build a sentence	Vocabulary	Edit a sentence/Hold a sentence
Story Introduction	Hold a Sentence	Hold a Sentence.	
First Read- Children			
Read Aloud- Teacher			
Red Word Spelling			

Four-day timetable for teaching Yellow, Blue and Grey Level Books

Timings within a session

The timings for each day should last for about 45 minutes.

Allocate timing within this as follows:

- Daily Speed Sound Lesson including green word writing- 15 minutes.
- Reading- 15 minutes.
- Writing- 15 minutes.

Day 1	Day 2	Day 3	Day 4
Daily Speed Sound Lesson	Daily Speed Sound Lesson	Daily Speed Sound Lesson	Daily Speed Sound Lesson
Speed Sounds from the Story Book	Speedy Green Words	Partner Practice- Speedy Green Words and Red Words.	Partner Practice- Speedy Green Words and Red Words.

Story Green Words	Red Word Cards	Third Read- Children	Think about the story
Speedy Green Words	Partner Practice- Speedy Green Words and Red Words.	Vocabulary	Fourth Read- Children
Red Word Cards	Second Read- Children	Hold a Sentence.	Questions to talk about.
Partner Practice- Speed Sounds and Story Green Words	Hold a Sentence		Edit a sentence.
Story Introduction			
First Read- Children			
Read Aloud- Teacher			
Red Word Spelling			