



**Love Care Respect**

*To aspire to being outstanding in everything we do, by always aiming higher.*

**"Let your light shine in all you say and do."**

***Matthew 5:16***

## **Phonics at Wylve Valley**

### Intent

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. At Wylve Valley Primary School, the systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. We use the Read, Write, Inc. synthetic phonics programme to teach our children the core skills of segmenting and blending and to start them on their 'reading journey'. We also acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1.

Through the teaching of phonics at Wylve Valley, we aim to:

- ensure a consistent approach to the daily teaching of phonics throughout all phonics groups;
- enable the children to apply their skill of blending phonemes to read words
- help the children read high frequency words that do not conform to regular phonics patterns
- enable the children to read words and texts that are within their phonic capabilities as early as possible
- enable the children to decode texts effortlessly so all their resources can be used to comprehend what they read.

## Implementation

In our school, phonics is taught across FS2 and KS1, as well as in intervention sessions whenever necessary. In KS1 we teach phonics using the RWI programme of study. This is a scheme, developed by [Ruth Miskin](#), which provides a structured and systematic approach to teaching phonics. It is designed to create fluent readers, confident speakers and willing writers. We teach in this way because, research shows that, when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Across FS2 and KS1, children have daily phonics lessons. Each session is broken up into different parts, including revision of previous sounds taught; teaching of a new sound; reading words with the new sound and writing them.

Teacher generated planning is minimised as the planning is provided by the RWI scheme handbooks where set routines can be followed. TAs are responsible for planning for their RWI group, with support if required.

All children are assessed six times a year by the RWI Lead who uses the RWI assessments. Regular assessment enables us to stream the children, ensuring the teaching they receive is tailored to the level they are at and groups are reorganised accordingly. Children who join our school are assessed for RWI phonics as soon as possible after entry and are put into the group most appropriate for their needs. Children who need support are quickly identified and intervention is provided in the most effective and efficient way, usually 1:1 catch up sessions.

## Impact

- Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically, using the sounds they have learnt.
- Children will know spelling alternatives for different sounds and be able to apply these in a variety of situations.
- Pupils will become fluent readers by the end of KS1, allowing them to focus on developing fluency and comprehension as they move through the school.
- Pupils will achieve the required level in the Phonics Screening Test at the end of KS1.