



Phonics and Early Reading

Regis Manor Primary School



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TRUST

Intent

At Regis Manor Primary School, reading is at the heart of our curriculum. Our aim is for all children to love reading. We understand that reading is fundamental and is vital for pupils' to be successful. We provide excellent teaching and learning opportunities so that every pupil will learn to read fluently and confidently, regardless of their background, needs or abilities. We know that becoming a fluent, skilled and attentive reader starts at the earliest stages of a child's development. We start to develop the love and enthusiasm for reading as soon as children enter the school.

In order to achieve this we follow a synthetic phonics programme called Read Write Inc to ensure all children become fluent readers by the end of Key Stage 1. This phonics programme is primarily used in Reception, Year 1 and Year 2 with children who are learning to read. It is also with children in KS2 where they may need additional support with phonics.

Collaboration - Empathy - Independence - Creativity - Perseverance



Intent

At Regis Manor we understand the importance of children learning to read at an early age.

By the end of KS1 children read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

- *They will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- *They are able to read accurately words of two or more syllables that contain the same graphemes as above
- *Children read words containing common suffixes
- *They are able to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- *Children read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- *Children are able to reread these books to build up their fluency and confidence in word reading

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Implementation

At Regis Manor children follow the Read Write Inc. phonic programme until they meet the expected standard and start whole class reading.

Read Write Inc. Phonics is a complete literacy programme, for 3 to 8 year-olds learning to read and write. Although reading is taught using synthetic phonics, the programme is so much more than that. It covers all of the new National Curriculum requirements for language and literacy.

At Regis Manor we have adapted the scheme to meet the needs of our children. We teach a whole class speeds sounds lessons as well as teaching phonics through ability groups.

During the year we hold phonic workshops for parents to ensure we can work together to support the children. Parents can find out more about the scheme [here](#).



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Implementation

Programme progression:

Beginning in Nursery, children work on listening and attention skills becoming aware of sounds within the environment and ensuring they have phonological awareness. We then introduce the first sounds in short daily sessions.

In Reception, Year 1 and 2 all children:

- Read storybooks and non-fiction books closely matched to their developing phonic knowledge
- Take home Phonics storybooks to share
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner.

By the end of Year 2 all children are accurate and speedy readers.

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Inclusive Practice

Children are taught phonics sounds and green words in whole class groups. This allows all children access to meet the correct standard. Children who are working below the expected standard are given 1:1/ small group input during these sessions to close the gaps.

Children are then put into groups based on their assessments. This is so that they are able to read based on their ability and use books that are appropriate to meet their needs.

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Enrichment Activities

Parents are invited in during their reception year to understand how phonics is taught. Parents are taught how to pronounce different sounds and also take part in phonics activities that they could share with their children at home. Parents have expressed how beneficial this is when teaching their children to read.

Parents are also invited in for a reading stay and play during reception. They have access to different reading activities to show how reading can be accessible to all children. Activities are presented in a range of different styles to show how to engage children and to meet the needs of different abilities.



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Home Reading

All children have two home reading books which they take home to read.

Where children are still mastering fluency and phonic knowledge they have a 'learn to read' home reader which is assigned by the teacher and linked to their phonic ability. They also have a 'love to read' book which is a free choice based on children's interests. This can be read by an adult at home to the children.

We change the reading books once they have been read and signed. Some children might need a few days for each books and others change daily.

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National Curriculum

The links below show how RWI meets the national curriculum requirements.

[Read Write Inc. Phonics and the Statutory Framework for the Early Years Foundation Stage](#)

[Read Write Inc. Phonics and the KS1 National Curriculum](#)

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Assessment

Regular assessments take place during RWI lessons so that children are able to change groups regularly based on their progress.

Termly assessments take place following the RWI scheme to group children into their reading groups. These assessments allow us to understand the gaps in children's knowledge and address these during 1:1, small group or class sessions.

The RWI assessments allow children to read both real and nonsense words that helps children to apply their phonics knowledge.

Nonsense words (Alien words)

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These are made up of the sounds the children are learning e.g. d-u-t (dut), d-oi-n (doin), h-e-sh (hesh).