Albert Pritchard Infant and Wood Green Juniors Federated Schools

Phonics Policy

Overview

At Albert Pritchard Infant and Wood Green Junior Federated Schools we believe we that all children should be able to read and write proficiently at the earliest opportunity. This enables them to make the most of the educational opportunities available. For this to happen children need a secure understanding of the phonemes which make up the English language and the graphemes used to represent these in words.

Intention

We use the Read Write Inc (RWI) phonics scheme to teach children to decode letter-sound correspondences quickly and effortlessly, and to read common exception words on sight. Children in our school learn to understand what they read, and to read aloud with fluency and expression through daily reading lessons where they apply the phonics skills they have learnt.

It is our intention that children should write confidently and be able to spell quickly and easily by segmenting the sounds in words. Children acquire good handwriting by improving fine motor control and learning the mantras for the formation of each letter set out in the RWi phonics scheme and practised in each phonics lesson.

Implementation

Nursery

Children participate in a story rich environment, learning songs and rhymes and conversing confidently with adults. They are taught to discriminate between different sounds and begin to hear sounds in words. Teachers use the RWI Nursery scheme which includes the teaching of letter sound correspondence in the summer term for children who show readiness.

Reception

The story rich environment continues in Reception. Children are also rapidly exposed to letter sound correspondences using the RWI Phonic scheme daily. **Children read words (and then books) that are closely matched to their taught phonic knowledge**. Re-reading and discussing these books with the teacher aids fluent decoding. When ready, children are taught in homogenous groups according to their progress in reading.

Key Stage 1

Children are regularly assessed and taught in **homogeneous groups** daily, according to their progress in reading following the RWI Phonics scheme. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it; the sooner they will be able to choose books to read based on their own interests. Children attaining in the lowest 20% of their cohort have 1:1 tutoring for 5-10 minutes daily following the RWI "fast track tutoring" scheme.

Key stage 2

Children in Years 3, 4, 5 and 6 who need to catch up rapidly are taught in homogenous groups daily according to their progress in reading following the RWi Phonics scheme.

Impact

Children make excellent progress in reading because they are taught consistently, with a common approach, consistent resources, with shared expectations and language. The same reading approach is used in all school lessons and encouraged through their practise at home. Children who are falling behind are quickly identified through regular assessment, and tutoring is used to enable these children to keep up.

Children become confident readers as soon as possible and use this to develop fluent writing. These skills enable every child to access the whole broad and balanced curriculum fully.

Any other information

The regular assessment, regrouping and progress of the children is the responsibility of the Reading Leader with the support of the Reading Team. The Reading Team work with staff regularly to develop their knowledge and skills in the teaching of phonics. This includes professional development meetings, one to one discussions and practical coaching. Parents are kept informed about the teaching of phonics in school through regular written communications and workshops.

J Gilmore October 2025