



Introduction/Vision

At Trevithick Learning Academy we follow *Read Write Inc.* (RWI) – a synthetic phonics programme which provides a systematic approach to teaching reading. The alphabetic code is taught first so that children learn to recognise and correctly pronounce the sounds that different letters or groups of letters make. Children then learn how to blend these sounds together in order to read words. The sessions use lively storybooks which are closely matched to the children’s knowledge of phonics contain words that they can confidently decode. This means that even early on, children experience plenty of success when reading.

Curriculum/Organisation

From Reception through to Year 2 we deliver daily phonics and reading sessions. We stream the classes across KS1 so that the children are grouped according to ability. This means that they are reading at their own level, every day. Each group has a designated learning zone within the school with consistent teaching resources and displays. RWI Reading materials are clearly organised into bands and stored centrally for ease of access. Any child that has not reached the required level by the end of Year 2 will continue phonics into KS2. Any child that requires phonics intervention in years 5 and 6 will take part in the ‘Fresh Start’ programme.

Trevithick Learning Academy Phonics and Early Reading Policy



Teaching Approach

All staff involved in the delivery of phonics and guided reading sessions (Teachers and Teaching Assistants) receive training and support. This shared understanding of the RWI approach ensures that everyone is teaching as effectively and consistently as possible. Each session has a clear purpose, follows a structured plan and is part of a systematic approach towards teaching the 44 common sounds. Revision and consolidation are also vital to further embed the learning. A lively and fast-paced delivery keeps all children engaged and focused praise really does motivate them to learn. Fun, bright and child-friendly resources accompany each lesson which helps to promote enjoyment of reading.

Roles and Responsibilities

Kirsty Lloyd – Phonics and Early Reading Coordinator.
Rebecca Robinson – Oversees RWI Phonics within the Foundation Stage.
Katie Lillis – RWI consultant
EYFS, KS1 and ARB teachers and Teaching Assistants responsible for delivery of daily phonics and reading sessions as directed by the RWI Co-ordinator. SENCO and KS2 TA’s responsible for delivering ‘Fresh Start’ programme.

Assessment

Pupils are assessed every 6-8 weeks using the RWI assessment tracker. All children are grouped in terms of their phonics and reading ability. Feed-back and next steps are made clear via reports to every group leader. Some children may need to revise and consolidate a set of sounds, whereas others are ready to move on. Crucially, every child reads books that are matched to their phonic knowledge which means that their everyday reading is tailored to their learning needs. In Year 1 children take part in the ‘Phonics Screening Check’, a national assessment where children are asked to read a variety of read words and pseudo words. RWI allows us to prepare the children fully for the check so that it is a successful and exciting experience for all.