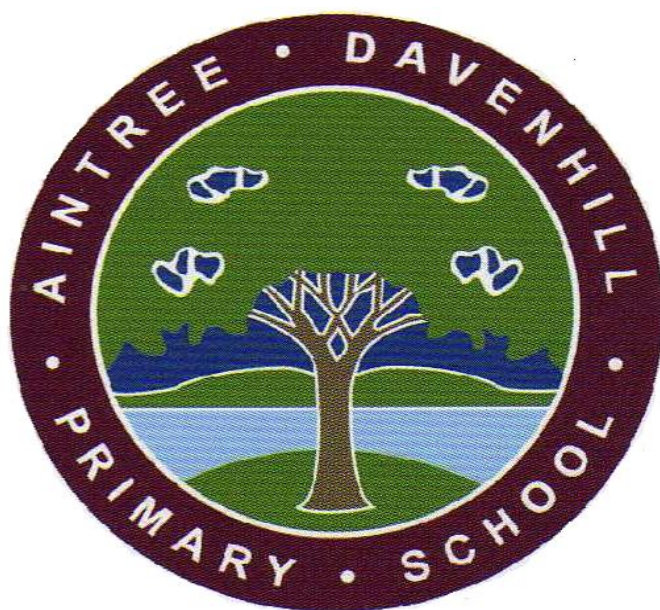


Aintree Davenhill Primary School



Phonics Policy

Approved by the Headteacher
June 2026

Review date June 2027

Aintree Davenhill Phonics Policy

Phonics Curriculum Intent

At Aintree Davenhill Primary School, we aim to provide high quality teaching and learning experiences which result not only in children becoming skilled and fluent readers, but also in them developing a lifelong love of books. We work closely with parent/carers to teach reading/phonics.

This partnership involves:

- Meetings to explain how we teach reading/phonics in school and ways in which parent/carers can help at home
- Shared use of individual home to school learning logs to communicate progress and next learning steps
- Reporting progress in reading/phonics during parent consultation meetings
- An interim report (March) and an end of year written report in the Summer term (July)

Phonics Curriculum Implementation

Our approach to teaching phonics throughout the EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1) is based on Read Write Inc. (RWI) Phonics programme. In RWI phonics lessons, children learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose simple sentences using 'Hold a Sentence'.

The RWI approach is taught considering the 5 Ps:

Praise – children learn quickly in a positive climate.

Pace – good pace is essential to the lesson.

Purpose – every part of the lesson has a specific purpose.

Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – a strong feature of RWI lessons is partner work and 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).

Throughout the programme, children learn English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of Speed Sound Letters. Simple and enjoyable mnemonics help all children to grasp the letter sound correspondents quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'red' words and are practised frequently.

Lively phonic books are closely matched to children's increasing knowledge of phonics and 'red' words so that, early on, they experience plenty of success. Repeated readings of texts support their increasingly fluent decoding. A thought-provoking introduction, prompts for thinking out loud and discussion help teachers ensure that children comprehend what they

are reading. Teachers read aloud and discuss picture books with similar themes to those in the Storybooks, so children build up background knowledge ready for the next Storybook.

Marking

Work is marked after each lesson using black pen. Children's red phonics books are collected and marked by their own class teacher regularly to monitor their progress. Teachers are encouraged to focus on the learning objective when marking. Teacher's comments on children's work may relate to how well they have achieved the lesson objective or they may provide questions for the children to answer to further their understanding or provide challenge.

Assessment and Record Keeping.

Self/ Peer-Assessment

During RWI phonics lessons, a series of opportunities are provided for children to mark and edit their own writing. When reading with a partner, children are trained to spot each other's mistakes and decode words together.

Medium Term Assessments

Each half term, the children are assessed by the subject leader and / or class teachers and grouped using online RWI assessment materials. Progress is tracked and this information is shared with each phonics teacher. Known high frequency 'Red' words are recorded half-termly using an individual pupil-recording sheet. The words are grouped in the order they are introduced in RWI and are cross-referenced with Year 1 and Year 2 common exception words.

Long Term Assessments

In the Early Years Foundation Stage at Aintree Davenhill, on-going assessments are made, and each child's progress is discussed with their parents at Parents' Evening and reported on in their interim and end-of-year report. Phonics Screening Check results are also shared with the end of year report.

Resources

To support the teaching of phonics all teachers of phonics use the same RWI resources. All lessons follow a similar pattern and resources are familiar and set out in the same way. RWI resources are available to the children in all subjects where the children may need to access them independently to support their learning.

ICT

RWI lessons are enhanced with online resources which are used in the teaching of lessons.

Special Needs/Equal Opportunities

Teachers aim to include all pupils with SEND fully in the daily phonics lesson. They benefit from the emphasis on reading out loud and teacher led reading. We also make use of the online lessons using the Ruth Miskin School Portal. Children can access these short video clips to address specific gaps.

They participate in and listen to other children demonstrating and explaining their methods.

Materials, equipment and furniture are adapted to meet their particular needs so that they can work alongside their peers. Intervention groups are organised to provide children with more time to practice their phonics.

For a pupil with severe or complex difficulties, additional assessment information together with a Support Plan is used to ensure the child's needs are met – using a personalised programme of work and support.

Teachers use the RWI programme to identify suitable objectives to be incorporated into Support Plans.

We allow equal access to the phonics curriculum to all pupils regardless of gender, home or cultural background.

Attention is paid, by those teaching and assessing progress in phonics, to the language difficulties and gender expectations, which may also be a barrier to progress.

Fast Track Tutoring and Fresh Start Tutoring

Fast Track Tutoring is for children who are making slower progress in their reading and need extra daily practice in reading sounds and words. It is also for children with special educational needs and disabilities (SEND). Fast Track Tutoring breaks down the phonics and reading strands of Read Write Inc. Phonics into smaller steps to accelerate children's reading progress. It does not include the handwriting, spelling and writing activities found in the full programme, as tutoring time is limited to 10–20 minutes per child. It provides intensive, targeted support to address specific gaps in a child's reading.

Read Write Inc. Fresh Start is for struggling readers in Years 5 to 6 who need to make fast progress. Fresh Start pupils are taught to:

- understand the English alphabetic code in three sets of Speed Sounds lessons
- use simple mnemonics to help them read and write the letter-sound correspondences quickly
- review Speed Sounds daily, until they can read them effortlessly
- read and spell words containing the sounds they know
- read high frequency words that are not phonically regular
- read engaging, age-appropriate Modules, closely matched to their increasing phonic knowledge
- read each Module three times, focusing on: accuracy, fluency and comprehension
- practice spelling, vocabulary and grammar, linked to the Modules they read
- build and rehearse sentences out loud, until they are confident enough to write independently.

Parental Involvement

The Early Years staff work hard to ensure that children make a smooth transition from Nursery into Reception. This is also true for children who have not previously attended Nursery at Aintree Davenhill.

Parents of children in Reception are invited to attend phonics workshops about how phonics is taught in school and how to support their child at home.

Reading books match our phonics program and are taken home each week for the children to practice at home. Children also have access to online e-books as alternative to physical reading books.

A Parents' Evening is held every year and parents are invited to discuss their child's progress. Parents can also request meetings with their child's teacher after receiving the interim and end-of-year report. At 'Meet the Teacher' sessions, held at the beginning of the school year, reading methods are explained to parents and copies of notes are provided to enable parents to support their children during homework tasks.

Impact of the Phonics Curriculum

Monitoring and Evaluation

The phonics curriculum is monitored by the Leadership Team, the phonics Subject Leader and the Reading Team through;

- A regular cycle of coaching – Assess, Practice, Coach (APC)
- Observation of lessons – feedback to teachers
- Looking at work in the children's books and talking to children
- SATs results and half-termly assessment
- Curricular targets and targets set for the school
- Year 1 phonics screening check (Year 2 phonics re-screening check) assessments and final results
- Courses and Inset attended by staff
- Evaluation of the phonics action plan for the SIP
- Talking to pupils and staff

The Phonics subject leader uses information gathered from the above plus knowledge of National and LEA initiatives to develop the action plan for phonics for the School Improvement Plan.

July 2026

N. Clare – RWI Subject Leader