

Phonics

WAT Aspire Curriculum - our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Teaching and Learning Cycle



Long Term Overview

At Tenterfields Primary Academy, we follow the [RWI. Phonics](#) programme in Nursery, Reception and Year 1. Pupils who have not met the expected standard in phonics by the end of Year 1 receive daily one-to-one tutoring. In years 5 and 6, they receive RWI Fresh Start phonics.

What is Read Write Inc?

Read Write Inc (RWI) is a phonics based English programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However some children will need to access this programme beyond the age of 7 to meet individual needs. The children are taught the sounds in three sets.

Speed sounds and Read Write Inc. Stages

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



Nursery	<ul style="list-style-type: none"> • Daily RWI phonics for nursery – systematic, structured and synthetic • Twice weekly RWI phase one phonics • Rhyme time twice weekly (WATaRhyme) • Whole class reading three times weekly (children taught to understand and talk about what they hear) and daily continuous provision inspired by the texts read during these sessions. • 1:1 reading with an adult
Reception	<ul style="list-style-type: none"> • Daily RWI. Phonics • Whole class reading • Reading for Pleasure books chosen each week • Home reading books closely matched to pupils' phonic knowledge • Rigorous tracking system to identify gaps, organise homogenous groups and plan interventions • Rhyme time during lunch (WATaRhyme) • 1:1 reading with an adult
Year 1	<ul style="list-style-type: none"> • Daily RWI. Phonics • Pre and post tutoring • Whole class reading daily • Rigorous tracking system to identify gaps, organise homogenous groups and plan interventions • Reading for Pleasure books chosen each week • Home reading books closely matched to pupils' phonic knowledge • 1:1 reading daily for lowest 20%
Year 2 and 3	<ul style="list-style-type: none"> • Daily phonics intervention for pupils who have not passed the Phonics Screening Check • Whole class reading daily • Rigorous tracking system to identify gaps and plan interventions

	<ul style="list-style-type: none"> • 1:1 reading daily for lowest 20%
KS2	<ul style="list-style-type: none"> • Whole class reading daily • Phonics intervention delivered by teaching assistant for identified pupils • 1:1 reading daily for lowest 20%

Medium Term Plans

At Tenterfields Primary Academy, we follow the Read Write Inc Phonics Revised medium terms plans in EYFS and Year 1.

- Find our full Reception and Year 1 teaching programme [overview](#) to see what your child will learn and when.
- Reception: Pupils should know all Set 1 sounds, blend CVC words, and begin reading simple Storybooks.
- Year 1: Pupils should complete the RWI Phonics programme, mastering Set 2 and Set 3 sounds and reading fluently at Blue or Grey level.
- Year 2: All pupils read with fluency and comprehension, transitioning smoothly to whole-class literacy lessons.

Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

Formative assessment:

These assessments take place in lessons as part of our teaching cycle:


- Daily formative assessment opportunities are built into every RWI. lesson through choral response group work, partner work, etc. to allow teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons.
- Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the phonics lead to provide additional support.

Summative assessment:

- All pupils are assessed every 4-6 weeks using RWI. assessment materials.

- Phonic screening checks are carried out every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the intervention that they need.

High Challenge for All

- Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.
- High challenge is a focus for us at Tenterfields and this is our '  High Challenge for All Our Model ' rational which sits alongside our Teaching and Learning cycle.

SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- Spotlight children are seated at the front
- Pinny time
- Speed minute
- One-to-one tutoring
- Pre and post tutoring
- Daily reading for targeted pupils
- Magic Password of the Day in Reception and Year 1
- Parents are kept updated of specific GPC gaps and asked to support the learning of specific gaps with resources provided by school
- Phonics and Early Reading Workshops for Parents

Phonics Learner Tools

- In Reception and Year 1 we make learning stick through the use of Phonics Working Walls which display the Read Write Inc Revised Grapheme Charts and Wall Friezes.
- Set 1, 2 and 3 sounds are printed in the back of the pupils' Writing books.
- Regular Phonics Workshops for parents and carers.
- RWI. Resources are shared with parents to support home learning.

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