



Shakespeare Primary School

RWI Phonics Policy

How We Help Children Learn to Read and Write

We believe every child deserves the best start in life, and learning to read early really helps them thrive at school. That's why reading is at the heart of everything we do.

We use a fun and effective programme called **Read Write Inc. Phonics** to teach reading and writing. Children work through a series of storybooks, and once they can read the final set confidently, they move on to more advanced reading and comprehension. Most children finish the programme by the end of Key Stage 1, but we continue to support those who need a bit more help in Key Stage 2, including children with SEND.

Children are grouped by their reading level and spend up to an hour a day (20-45 minutes in Reception) working on phonics. We check their progress every half term—and sometimes sooner—so we can make sure they're in the right group. If a child needs a little extra help, we give them one-to-one sessions every day to help them catch up.

Helping Children Remember What They Learn

Teaching one child is easy—you can check they've understood and explain things again if needed. We try to recreate that same experience in a group by using **partner work**. Children talk through their answers with a partner, and teachers listen in to check understanding before moving on. This keeps everyone engaged and helps children learn from each other. You'll hear "Turn to your partner" in every lesson—it's a big part of how we teach.

Making Phonics Fun and Simple

Read Write Inc. Phonics is all about helping children learn sounds quickly and easily. We break it down into two parts:

1. **Learning the basic sounds** - We teach one way to read and write each of the 40+ sounds in English. We use fun pictures to help—for example, 'a' looks like an apple, and 'f' like a flower. These visuals really help children, especially those

who need a bit more time. The sounds are taught in three sets- Set 1, Set 2, and Set 3 including additional sounds (See Appendix 1)

We also use a friendly frog called **Fred** to help children blend sounds into words. Fred says the sounds, and the children help him put them together.



2. **Learning different spellings** - Once children know the basic sounds, we show them the different ways those sounds can be written. For example, the sound 'ay' can be written as *ay*, *a-e*, or *ai*. We use catchy phrases like "ay - may I play?" and "a-e - make a cake" to help them remember.

Making Sure Children Can Read Every Book

We only give children books they can read confidently—no guessing needed! (Of course, we still read lots of other exciting stories to them.)

After the assessment cycle, children are placed into RWI groups that match their phonic ability- these groups range from Red Ditty Books progressing up to Grey books. (See Appendix 2) Each stage has a mixture of fiction and non-fiction texts.

Before reading the book, children practise tricky words and learn new vocabulary. We also give them a fun introduction to the story to spark their interest.

They read each story three times:

- First, to focus on sounding out the words.
- Second, to build fluency.
- Third, to explore the story—talking about characters, feelings, and ideas.

By the time they bring the book home, they'll be reading it with confidence and expression.

Helping Children Spell with Confidence

We keep spelling simple with two main activities:

- **Fred Fingers** - Children pinch the sounds onto their fingers and write the word, sound by sound.
- **Red Rhythms** - For tricky words, we say the unusual letters in a fun, rhythmic way (like *s-ai-d* for "said").

Making Writing Easy to Learn

We teach handwriting, spelling, and composition separately, then gradually bring them together.

From the start, children learn how to hold a pencil properly and sit correctly. They practise handwriting every day so writing becomes second nature.

Once they can write simple words, we teach them to hold a sentence in their head and write it with the right spelling and punctuation. They also learn to proofread using example sentences with common mistakes—helping them spot and fix errors in their own writing. From Year 1, we teach the children how to use a green editing pen. They are encouraged to tick or fix their work. This prepares them for more complex editing in Key Stage 2.

How We Check and Support Children's Reading Progress

To help children make the best progress, we make sure they read books that match their reading level every day. That means we group them based on how well they can read words and how fluent they are—not by age or writing ability.

Every half term, we assess children from Reception to Year 3 who haven't yet met the expected reading level for the end of Key Stage 1. Our **Reading Team** carries out these assessments using an online tool, so we can place each child in the group that's just right for them.

We keep track of every child's progress using an online tracker. This helps us spot anyone who might need a bit of extra help, and we give them daily one-to-one support to help them catch up.

We also data drop at the end of each term onto our school's Sonar assessment tracker.

Helping Children Who Need a Bit More Support

If a child is at risk of falling behind, we act quickly. Our goal is to help children **keep up, not catch up**—starting right from Reception.

Children who need more support in Key Stage 1 get an extra 5-minute one-to-one session as often as possible, on top of their regular group lesson. In these sessions, they practise reading sounds quickly, blending sounds into words, and reading a book that matches their current reading level.

What Progress Do We Expect at Shakespeare?

We aim for:

- **Reception** children to be reading *Green Storybooks* by the end of summer term.
- **Year 1** children to be reading *Blue Storybooks* by the end of summer term.
- **Year 2** children to finish the Phonics programme by the end of spring term.

We set high expectations and support every child to do well in the **Phonics Screening Check**. Our aim is for all children to be confident, fluent readers by the time they start Key Stage 2.

Who Leads the Programme?

Our **Reading Team** plays a key role in making sure reading is taught really well and that children make fast progress. They organise one-to-one tutoring and support staff across the school.

All our staff are fully trained to teach reading. They've completed a two-day Phonics course and receive coaching from expert trainers from Ruth Miskin Training and staff leaders. They also have access to lots of helpful resources through the Ruth Miskin online portal.

How Can Parents Help at Home?

Children bring home a range of books-

- A **Read Write Inc. Phonics Storybook** for your child to read to you. (See [Appendix 2](#))
- A phonetically decodable matched **Read Write Inc. 'Book Bag' book**. (See [Appendix 3](#))
- An independently chosen **library book** for you to share to your child.

We also send home fun, interactive lessons from our **Virtual Classroom**, so you can join in with what your child is learning at school. These online lessons help children practise the sounds and words they've been working on.































Your child will have already read the phonics storybook a few times in class, so they should be able to read it confidently. Even if it seems easy, it's a great chance for them to show off their skills! There's guidance in the book to help you support them, and they'll also bring home a **Book Bag Book** that matches what they've read in school.

Appendices

Appendix 1.

Set 1 Sounds-


Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

© Oxford University Press 2016.


















Set 2 Sounds-

Set 2 Speed Sound Map

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow
oo  poo at the zoo	oo  look at a book	ar  start the car	or  shut the door
air  that's not fair	ir  whirl and twirl	ou  shout it out	oy  toy to enjoy

Ms CM BKSreen

Set 3 Sounds-

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Additional Sounds-

Additional Sounds

ue  come to the rescue!	ie  terrible list	au  Paul the astronaut	e-e  go Pete and Saire!
kn  knock knock, who's there?	ck  tick tack clock	wh  whisk, whisk	ph  take a photo

Appendix 2



Appendix 3

