POLICY DOCUMENT

Read Write Inc. Phonics Policy

Princess May Primary School's approach to early reading and phonics — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	……
Date approved	Awaiting governor approval (3 December 2026)
Next review due by	September 2027
Related policies	Reading Policy; English curriculum; EYFS Policy; Home Learning Policy; SEND Policy; Handwriting Policy
Aligned to	National Curriculum for English; Statutory Framework for the EYFS; DfE The Reading Framework; Read Write Inc. Phonics programme (Ruth Miskin Training)

1. Intent

At Princess May we wholeheartedly believe that reading is of vital importance to all children. It is our moral duty to make sure that every child in our care learns to read, and to understand what they read and link it to their own lives and experiences. We teach word reading and comprehension alongside each other. Good comprehension draws on knowledge of vocabulary and grammar and on knowledge of the world, and develops through high-quality discussion and through reading and discussing a wide range of stories, poems and non-fiction.

All pupils are expected to read daily at home, and school, parents and children sign a reading pledge at the start of each year. Reading happens across every subject. Ambitious vocabulary is 'rescued' in class, and pupils are encouraged to use new words in their speaking and writing. Most topics are built around high-quality texts, and reading is celebrated through author visits, authors of the term, library visits and reading events.

Our aims

- **EYFS and KS1:** pupils read fluently at the expected level of the Read Write Inc. (RWI) programme by the end of Year 2.
- **KS2:** pupils read age-appropriate core texts fluently and with understanding.

To achieve this we make sure that:

- Direct, focused phonics is taught every day in Reception and Key Stage 1.
- Children read books matched to the sounds they know while they are learning to read.
- Teachers and teaching assistants provide extra practice through the day for children making the slowest progress (the lowest 20%).
- All children in Year 3 and above can read age-appropriate books.
- Teachers instil a love of literature: the best stories and poems.

2. Implementation

Nursery

Children develop a love of language and stories. Staff use Fred Talk and Fred Games daily, and in the summer term children are introduced to Set 1 sound cards so they are familiar with RWI routines.

Reception

RWI lessons begin as soon as the Reception baseline assessment is complete. Teachers teach Set 1 sounds, with the aim that all Set 1 sounds are taught by the end of the autumn term. Children hear each sound, see pictures and a phrase to help them remember it, see the grapheme and write it. Previously taught sounds are reviewed daily. After an RWI assessment at the end of Autumn 1, children are grouped by their phonic knowledge:

- Children who know few or no sounds relearn Set 1 sounds in very small groups, with a focus on repetition and Fred Talk.
- Children who know some sounds learn new sounds and move on to assisted blending.
- Children who know many sounds but cannot yet blend orally focus on blending technique, then independent blending.
- Children who can blend and read CVC words use known sounds to read longer words and RWI Storybooks.

Reception and Key Stage 1 children are taught together in RWI groups from the end of the spring term.

Key Stage 1

Five RWI lessons are taught each week, each lasting about one hour, focusing on phonics, fluency and comprehension. Each lesson begins with a 10-minute speed sounds session to teach new sounds or review known ones. Pupils apply their knowledge to read real and ‘alien’ (pseudo) words, irregular words and multisyllabic words, then read the green and red words in their RWI Storybook before reading the book itself. Each cycle ends with an assessment focus.

Pupils who need extra help

Pupils who are making slower progress receive daily one-to-one or small-group keep-up sessions from trained staff. Pupils in Key Stage 2 who still need phonics continue with RWI or the RWI Fresh Start programme until they are fluent readers.

3. Expectations

- Teachers follow the Princess May RWI lesson plans and teach at a good pace so all children are engaged.
- Children are praised for their effort and contributions, so lessons are positive and respectful.
- Every part of the lesson is made explicit, so teachers and children know its purpose.
- Partner work, turn-taking and children taking the ‘teacher role’ keep every child active. This also helps teachers spot difficulties with articulation, blending or code knowledge.
- Parents receive personalised QR codes linked to online resources for their child’s current RWI group, so phonics can be practised at home.

4. Planning and resources

Planning is minimised because we follow the Princess May RWI planning scheme, based on the RWI handbooks. Each RWI teacher has a resource box, including speed sounds charts, flashcards, green and red word cards, Fred the Frog, Set 1 to 3 teaching resources and RWI Storybooks. Ditties, linked texts and props are stored centrally.

5. Assessment

Formative assessment

Assessment is built into every lesson through choral response, partner work and small-group teaching. Teachers use this to adjust pace and focus, and to tell the Reading Leader which children need extra support or an early assessment to move group.

Summative assessment

All pupils are assessed by the Reading Leader every six to eight weeks (more often for pupils making rapid progress) using RWI assessment materials. These check sound–grapheme knowledge, decoding of regular words, common exception words and reading fluency. Results are used to regroup pupils, set their RWI Storybook level and plan the focus of teaching. Progress is tracked over time and shared with parents at parents’ evenings or in individual meetings. Year 1 pupils take the statutory phonics screening check in June, and pupils who do not meet the standard retake it in Year 2.

6. Training and monitoring

All staff who teach RWI are trained by Ruth Miskin Training, and new staff are trained when they join. The Reading Leader and phonics development consultant coach staff and monitor lessons regularly to make sure teaching is consistent and of high quality.

7. Impact

Through daily, systematic synthetic phonics, children learn to decode unfamiliar words and to recognise familiar words quickly. We want every child to enjoy early success in reading and to develop a lifelong love of books. In 2026, 94% of our Year 1 pupils met the expected standard in the phonics screening check, well above the national average.