Phonics and Early Reading Policy

Intent:

At Delabole Primary School, we believe that reading is the key to unlocking the wider curriculum and enabling children to become confident, successful learners. We are committed to ensuring that every child learns to read quickly and accurately through high-quality systematic synthetic phonics teaching.

Our phonics provision is designed to:

- Develop secure word reading and decoding skills.
- Enable pupils to read with increasing fluency and confidence.
- Foster a love of reading through regular exposure to high-quality texts.
- Ensure all pupils, including those with SEND and disadvantaged pupils, achieve their full potential as readers.
- Provide early intervention when pupils fall behind.

Our Approach

Delabole Primary School uses the Read Write Inc. (RWI) Phonics programme as our validated systematic synthetic phonics programme.

Phonics is explicitly taught daily from Reception onwards through structured, fast-paced lessons that follow the progression set out within the RWI programme. Teaching focuses on:

- Learning and applying grapheme-phoneme correspondences.
- Blending sounds to read words.
- Segmenting words to spell.
- Developing fluency through repeated practice.
- Applying phonics knowledge in reading and writing.

Lessons are consistent across the school and use common routines, language and resources to support successful learning.

Assessment and Grouping

Children are assessed regularly using RWI assessment materials.

Assessment information is used to:

- Identify pupils' current phonic knowledge and skills.
- Group pupils appropriately.

- Monitor progress over time.
- Identify pupils requiring additional support or intervention.

Pupils are regrouped as necessary to ensure teaching is targeted to their stage of development rather than their chronological age.

Early Years Foundation Stage

Children begin phonics teaching as soon as they start Reception.

Daily phonics lessons are supplemented by opportunities to apply and practise phonics throughout continuous provision, both indoors and outdoors.

By the end of Reception, pupils are expected to meet the Early Learning Goals for Reading and Writing.

Key Stage 1

Children continue to receive daily phonics teaching until they have completed the programme and can read accurately and fluently.

In Year 1, pupils undertake the statutory Phonics Screening Check. Pupils who do not meet the expected standard receive additional support and retake the check in Year 2.

Supporting Children Who Need Additional Help

We are committed to ensuring that every child becomes a confident reader.

Pupils who are at risk of falling behind receive timely intervention. This may include:

- Additional phonics sessions.
- Precision teaching.
- RWI intervention programmes.
- Targeted adult support.

Provision is adapted where necessary to meet the needs of pupils with SEND, whilst maintaining access to high-quality phonics teaching.

Key Stage 2

Any pupil who has not yet secured fluent word reading continues to receive support through Read Write Inc. intervention programmes or other targeted reading interventions.

Support is reviewed regularly to ensure pupils catch up quickly and develop confidence as readers.

Reading Practice

Decodable reading books are closely matched to pupils' phonics knowledge.

Children read books that:

- Allow them to practise recently taught sounds.
- Build reading fluency.
- Promote confidence and success.

Children also enjoy regular story times and access to high-quality texts that develop vocabulary, language comprehension and a love of reading.

Monitoring and Quality Assurance

The Early Reading Lead is responsible for:

- Monitoring the quality of phonics teaching.
- Tracking pupil progress and attainment.
- Organising assessment and grouping arrangements.
- Supporting staff development.
- Reporting standards in early reading to senior leaders and governors.

The Head of School has overall responsibility for ensuring the effective implementation of this policy.

Inclusion

At Delabole Primary School, we believe that every child can learn to read. Phonics teaching forms part of our universal provision and is delivered through inclusive, adaptive practice that enables all pupils to participate, make progress and experience success.