

WESTFIELD COMMUNITY SCHOOL



Phonics

Policy

September 2025

At Westfield we believe that reading is a complex skill which contains many components. Therefore, we have adopted a comprehensive, consistent approach to the teaching of these skills throughout the Foundation stage, Key Stage One and Two. We believe that reading is a valuable and rewarding experience which allows children to successfully access all areas of the curriculum. We believe that success in reading opens doors to a world of knowledge and therefore it is our aim to ensure that high quality teaching of reading is delivered.

Our Aims-

- To promote and develop a love of reading
- To deliver a structured and consistent approach to teaching reading
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage
- To recognise the value of parents/carers as essential scaffolders to their child's progress in reading

Therefore the teaching of phonics as part of the reading process is a key element to reading development. The following statement outlines how we teach this in a systematic way at Westfield.

The Teaching of Phonics

At Westfield we follow the programme of Read Write Inc to teach children to read. Children in Nursery are taught pre-reading skills which are crucial to support their reading journey as they develop. Once these pre-reading skills are embedded, they will be introduced to the systemic teaching of Phonics following the Read Write Inc programme for Nursery.

In Reception children begin their reading journey from the start of the academic year. Children are taught the first letter sounds from the 'Read write Inc' programme. This is a systematic and structured way to introduce 1 phoneme (sound) per day. The sounds are taught at a rapid pace and the teaching is delivered in a multi-sensory way. Children learn to hear the sound, say it, read it and then write it. Alongside the teaching of individual sounds children are taught to blend sounds together to read words. The programme uses a 'character' of a frog named Fred who cannot talk in words - only sounds. Therefore, children must put the sounds together to listen for a word (Fred talk).

Tricky words are introduced gradually as 'red words' as they contain sounds that do not follow the conventional spelling for that sound (for example was, the, my).

The children continue to follow the programme on the Middle Phase.

Children build on the knowledge taught in the Foundation Phase. Children begin to learn set 2 sounds (the vowel sounds ay, ee igh ow oo etc) and then set 3 which teaches a different spelling of a set 2 sound which they have already learnt.

Children practice the sounds that they know by reading fiction and non-fiction books. The coloured Read Write Inc books allow the children to gain both confidence and fluency as they are practicing reading sounds that they have already learnt.

Children work with partners and every child is active during a Reading lesson. Comprehension is also taught from the earliest levelled book (Red) to the final group (Grey).