BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

EYFS Phonics (RWI) Policy 2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Mr S. Bartleton**
Review date:	**01.09.26**
Ratified by Governors:	**13.10.26**
Next review due by:	**September 2028**
Headteacher: ***Mrs G Locke*** **Chair of Governors:** ***Mrs R. Fuller***	*G Locke* *R Fuller*

Introduction

At Barcroft Academy, early reading is taught using synthetic phonics as the main approach to reading. Pupils are systematically taught the phoneme (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to read high frequency words which do not completely follow the phonics rules.

At Barcroft Academy we follow the 'Read Write Inc.' phonics scheme.

In Nursery the children are taught in 3 small adult- led groups. In Reception, phonics is taught in 5 small adult-led group RWI lessons. This policy should be read in conjunction with the 'Read Write Inc' handbook.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

One-to-One Tutoring

"One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention. One-to-one tutoring should be introduced as soon as a child cannot make good progress in the 'lowest' attaining group. Children making progress in this group may not need tutoring. Vulnerable children in Reception should receive tutoring as soon as they start the programme". Read Write Inc. Phonics Handbook

Home Links

Nursery

- Weekly Homework projects to support all areas of learning.
- 1000 stories borrow a daily book scheme to enjoy at home with a parent/ carer.
- Photocopiable RWI speed sounds sheets are sent home as they learn new letter sounds.
- Picture cards to discuss and answer a range of questions- these are given out weekly.

Reception

- Weekly Homework projects to support all areas of learning.
- Word of the week to extend vocabulary- this is on the website on the Reception class page.
- 1000 stories-borrow a daily book scheme to enjoy at home with a parent/ carer.
- Photocopiable RWI speed sounds sheets are sent home as they learn new letter sounds.

- Pupils in Reception start taking home a picture book so that they can re-tell the story out loud and recall details and vocabulary.
- Once ready for books with words they will be given a book that closely matches their word reading ability.
- High frequency words are sent out weekly until the full set of 45 words are received.
- Additionally, pupils also take home Read Write Inc. books that match their phonic ability.

Parent Workshops

Each half term across Early Years (Nursery and Reception), there is a parent workshop which links to all areas of the curriculum. One of these will have a reading focus and one will have a writing focus. Parents are given a pack of resources to support their child at home and have a short 10 minute presentation from the Early Years team. Following this the parents have an hour of activities with their child to try out some of the ideas they can do at home to support their learning.

1000 Stories

To develop a love for reading we have a 'borrow a book service' where every day a child can choose a book to enjoy at home. These books have key vocabulary stickers with the definition to discuss with the child to extend their knowledge of new words.

Read, Write Inc (RWI)

The programme is for:

Pupils in Nursery to Year 2 who are learning to read and write

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

Overview of what is taught in each Year group in Early Years:

Nursery		
Autumn Term	Introduce RWI set 1 sounds	• Have a copy of the frieze up and teach the names of the mnemonics • Teach set 1 sounds – m, a, s, d, t, i, n, p, q, o, c, k, u, b, • 10/15 minute session in small ability groups • Recognise the sounds and name the picture • Know the rhyme for the sounds • Name the pictures linked to the sounds • Practise the letter formation in the air and write/ trace it in blue writing books • Practise name writing – first name •
Spring Term	Introduce RWI sounds	• Have a copy of the frieze up and teach the names of the mnemonics • Teach set 1 sounds – f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, • qu, ng, nk • 10/15 minute session in small ability groups • Recognise the sounds and name the picture • Know the rhyme for the sounds • Name the pictures linked to the sounds • Practise the letter formation in the air and write/ trace it in blue writing books • Practise name writing – first name
Summer Term	Oral FRED talk	• RWI sounds – recap set 1 sounds and focus upon double graphemes • Practise name writing • Sing ABC song and know letter names • Know what letters are in their first and last name • Oral blending of Word Time words • Blend, read and make Word Time words using magnetic boards • Know which sounds are stretchy and which are bouncy • Read and write word time words 1:1 & 1:2 • Write name independently • Use magnetic boards to make CVC words • Writing CVC words on phoneme frames with picture •

Reception		
Autumn Term 1	Begin the RWI scheme	Begin the RWI scheme Week 1 & 2: Phonic assessment on a 1:1 basis Week 3 onwards: Start RWI programme 1 hour session in small groups • Teach RWI sounds with picture cards • Letter formation • Name writing
Autumn Term 2	RWI Scheme • Magnetic boards • Read Ditties	Week 1: Start RWI programme 1 hour session in small groups • Teach RWI sounds with picture cards • Practise letter formation • Oral blending and FRED talk • Magnetic boards to make words • Read word time words 1:1 & 1:2 • Introduce and read red words Once children are confident with the set 1 speed sounds they can apply their phonic knowledge to Ditties. • Read Paper ditties/ red ditties
Spring Term 1	RWI Scheme • Word time • Read green books	• Teach RWI sounds • Practise letter formation • Read red words • Read word time words 1:3 & 1:4 • Write word time words • Read Green RWI books
Spring Term 2	RWI Scheme • Word time • Read purple books	• Teach RWI sounds; focus upon double graphemes • Read word time words 1:5 & 1:6 • Write a simple sentence • Spell Red words • Read purple RWI books • Teach set 2 RWI sounds
Summer Term 1	RWI Scheme • Read pink books	• Write sentences with punctuation (full stop & capital letter) • Read word time words 1:7 • Read pink RWI books • Teach set 2 RWI sounds
Summer Term 2	RWI Scheme • Read orange books	• Write sentences with punctuation (full stop & capital letter) • Read Orange RWI books •

This policy is monitored by the Local Academy Governors, and will be reviewed in two years, or earlier if necessary.