



SSMJ POLICY FOR

Phonics

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Written by K. Harkin_____

Role _Phonics Subject Leader_____

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Phonics Policy

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The Purpose of studying Phonics

At St. Michael and St. John's R.C we believe that good reading and spelling is an essential skill that allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident spellers, they need to develop and use a range of spelling strategies. For this to be achieved, spelling is taught actively and explicitly with the understanding that the greatest impact on spelling is achieved when children are encouraged to use new spellings, and their associated rules, in their writing. Regular analysis of pupils' spelling ensures that support is provided, tailored to the specific needs of the child or year group.

Aims:

To teach children to:

- **Apply the skill of blending phonemes in order to read words.**
- **Segment words into their constituent phonemes in order to spell words.**
- **Learn that blending and segmenting words are reversible processes.**
- **Read high frequency words that do not conform to regular phonic patterns.**
- **Read texts and words that are within their phonic capabilities as early as possible.**
- **Decode texts effortlessly so all their resources can be used to comprehend what they read.**
- **Spell effortlessly so that all their resources can be directed towards composing their writing.**
- **Develop children's phonological knowledge through technology.**

Intent:

We believe that phonics teaching should be: systematic, discrete, interactive, practical and engaging. Our school follows the systematic approach laid out in Red Rose Letters and Sound (Lancashire Scheme for Phonics). Staff plan phonics using Red Rose materials to support to ensure progression, effective and high quality teaching. Phonics is strongly linked with our faith, which is at the heart of our curriculum.

“In the beginning was the Word, and the Word was with God, and the Word was God.”

“Until I come, devote yourself to the public reading of Scripture, to exhortation, to teaching.”
1 Timothy 4:13

A range of interactive resources are available for staff through ‘Phonics Boxes’. Staff are encouraged to develop and use Phonics Journals for children to record and continuing to embed those key skills in writing across the curriculum.

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- Sounds taught should be ‘pure’ i.e. ‘b’, not ‘buh’ as this is central to phonic teaching and the ability to recognise sounds in words.
- To encourage repetition, consolidation, using and applying so that spelling becomes automatic.
- To encourage children to segment and blend.

In a technology driven world it is important children are taught how to access and use online materials safely. We teach children how access to technology can enhance phonological skills and knowledge and allow worldwide experiences that would not be possible without. Children are supported to use technology safely in Phonics lessons.

Implementation:

Phonics Sessions

- All key stage 1/EYFS Teachers and Teaching Assistants are effectively trained throughout the year on the application of phonics. Training is attended by the Phonics Lead and then disseminated through to other staff.
- All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes.
- Phonic sessions are taught discreetly for 20 mins daily.
- Planning ensures each phonics session shows evidence of new learning however, staff understand the importance of giving children the opportunity to consolidate their learning too which is planned within timeframes.
- Planning follows a four-part teaching structure of revisit, teach, practise and apply which is visible within all sessions.

- Recording (apply) is collected within the Phonics Journals to encourage embedding of key English skills.
- Sessions are fun and interactive ensuring children are given opportunities to 'practise' their new learning.

Phonics across the Curriculum

- Home reading books and guided reading books closely match the phonics being taught within the session to create a triangulation of phonics knowledge.
- Children are encouraged to use their phonic skills across all curriculum subjects.
- We have a strong emphasis on the application of phonic knowledge at the point of learning.
- Access to different forms of technology (computers, i-pads) is encouraged to develop and embed that phonological teaching.
- Phonic displays are interactive and used throughout the curriculum to encourage embedded learning and understanding of wider phonic application. The same routine is followed no matter what aspect of the curriculum is being covered e.g. using the same phonics strip, tricky words accessible to the children reflecting current learning taking place.

Phonics at Home

- Interactive workshop sessions support parents to help their child at home. (Phonics in Action- Sept EYFS, year1, Phonics Screening – Jan year 1, Reading workshop – Dec EYFS)
- Identification of the focus phonic phoneme within the reading logs helps parents to identify recent learning.
- As children approach the different phases resources are sent home which may include phoneme cards (to play matching games, flash cards etc), phoneme mat etc.

Online Safety

When using online resources for Phonics children are reminded about staying safe online knowing how to respond when the content is inappropriate and reporting it to a known adult. Children are reminded which details are appropriate to give out and how to conduct themselves online. Children complete online safety sessions as a unit once a year through Computing lessons and are reminded when using resources online of the four C's (Content, Contact, Conduct, Contract). Parents are given documentation to support

encouraging their child to stay safe online. Adults model and have an open dialogue with children to demonstrate how to stay safe online.

Impact

Outcomes in phonics lessons should show children receive a good balance of opportunities to consolidate and apply new learning through the four-part teaching sequence. Children should achieve the Key Stage 1 milestones in line with Government recommendations (Phonics screening test should be passed at the end of Year 1). Work in English books should reflect their phonic level.

Teaching and Learning Styles

The school uses the Red Rose Letters and Sounds as the main resource to ensure fidelity where planning follows the four-part teaching sequence. Red Rose Letters and Sounds is taught throughout Reception and Key stage 1. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words on sight-to become fluent readers! Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word, common exception words, high frequency words and pseudo words.

Assessment and Reporting (See Assessment Policy)

Opportunities for assessment will be identified in planning and children are continually assessed on an informal basis. Key Stage One and Key Stage Two children have weekly spelling tests. Children are assessed every three weeks to gather information, identify needs for intervention and planning using Phonics Tracker showing an electronic record. Children are assessed termly and results recorded on SSMJ Phonics Tracking document. The teacher will pass on results to the next teacher for the following academic year. Staff will also hold meetings with parents and written annual reports are forwarded to parents termly.

National Phonic Screening

All children in Year One will be screened using the National Assessment materials in Term 6, beginning of June. If the children in Year One fail, the

screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

Phonics Planning

Teachers assess children continually and use these assessments to inform their planning. This format for lessons includes the revisit/ review-teach-apply-assessment sections recommended by the Red Rose Letters and Sounds document. Planning is provided by Red Rose Phonics but games and activities are tweaked to meet the needs of the children.

Organisations

Children will remain in class groups for Phonics. Some children may move between groups to ensure any gaps identified are covered. Interventions take place at least three times a week to ensure children are given the opportunity to close the gap.

The Early Years Foundation Stage

We encourage the development of Literacy skills in the Reception class as this is part of the Early Years Foundation Stage. We relate the Literacy development of the children to the objectives set out in the Development Matters 2021 and Early Learning Goals 2021. The children's learning includes developing letter and sound recognition, word building and word recognition as part of their phonic, spelling and handwriting development and they follow the Red Rose Letters and Sounds programme.

Reception -To teach Red Rose Letters and Sounds daily for 20 minutes from the child's start date. For all children to have completed phase 1, 2, 3 and 4 by the end of the year and be ready to start phase 5 in year 1. Any children who are not on track to meet this target will receive intervention from Teaching Assistants guided by the Teacher.

Key Stage 1

Year One -To teach Red Rose Letters and Sounds daily for 20 minutes. For all children to have completed phase 5 by the end of the year and be ready to start to look at Spellings (Spelling Shed) in year 2. Once children have passed their phonics screening during the final term children will begin spelling sessions. Any child not on track to meet this target may be placed in a Fast Track Phonics or Bounce Back Phonics booster group to help put them back on track – no time is wasted and this will begin immediately.

Year Two -To teach Red Rose Letters and Sounds to those children who require it daily for 20 minutes. For all children to have completed phase 5 by the end of the Autumn term then move onto spellings to facilitate the learning of new spelling patterns. Any child not on track to meet this target may be placed in a Bounce Back Phonics or Fast Track Phonics booster group to help put them back on track.

Key Stage 2

Key Stage Two- All children's progress in phonics is tracked until children have reached the correct phonics level and move onto focusing on spelling patterns. Further interventions to run for children where necessary.

Equal Opportunities

The teaching of phonics will be in accordance with the present policy for Equal opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.

Differentiation

We encourage all children to reach their full potential through the carefully planned and delivered phonic sessions. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader.

Careful thought will be given to the provision of appropriately structured work for children with SEND, often through intervention groups such as Fast Track Phonics (Year 1&2) and Bounce Back Phonics (Year 2,3,4). The school has a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions. The school follows a 5 a day (EEF) approach where the needs of SEND children are given high priority.

The ablest children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning aims to ensure that the level of challenge is appropriate to their specific needs.

ICT

Children are shown how information technology can be used to enhance their phonic learning and are given opportunities to explore these possibilities during the day, where appropriate.

The Role of the Phonics Coordinator (See Subject Leader Policy)

- Purchase, organise and maintain teaching resources
- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able (G and T). Offer specialist advice in supporting these children.
- Manage a delegated phonics budget and keep spending within it
- Encourage and lead training for TAs, teachers and parents
- Being informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Advise the Headteacher of any action required (eg resources, standards etc)
- Monitor the standards of children's phonics and the quality of teaching across the school
- Monitor phonics tracking grids.

The Role of Parents/Carers

As new reading books have been purchased and now link with the phonics being taught, parents will be encouraged to listen to their child read for at least 10 mins nightly. This will allow reinforcement through reading to take place giving children additional opportunities to practise their skills. Parents will be encouraged to practice weekly spellings at home with their child. Lists are made available in the back of homework diaries/reading records/home school link books. Parents are actively encouraged to help children with their pronunciation of pure sounds to aid reading.

Professional Development

St. Michael and St. John's firmly believes that continuing professional development for all staff features highly in the school improvement plans to aid the development of the children.

All school staff receive regular CPD opportunities. All aspects of Letters and Sounds teaching is monitored by the Phonics coordinator on a regular basis,

tracking grids are checked, teaching is observed and plans are scrutinised with feedback given and support allocated accordingly.

Monitoring and Review

The monitoring of this policy will be the responsibility of the Literacy and Phonics Coordinator in conjunction with the Senior Leadership Team. This policy will be subject to a formal review every three years or sooner if significant changes occur.

Appendix 1

Appendix 2

Assessment Role & Responsibilities

Governing Body

- Evaluation of Impact.
- Hold the Headteacher to account.
- Whole school overview record.
- Summary of attainment and progress for each cohort and significant groups.

Head Teacher

- Whole school analysis (inc. trends over time).
- Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc).
- Managing the Monitoring/Assessment Calendars.
- Ensuring that decisions made and agreed are carried out.
- Prepares whole school data for presentation to the governors.

Senior Leadership Team

- Monitoring the performance of teachers and overview of pupils.

- Analysing cohort/group data and preparing it for presentation to governors.
- Holding subject leaders/teachers to account for targets set.
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers.
- Hold teachers to account for impact where resources have been allocated.
- Ensure targets set lead to improved performance/ rise in attainment.

Subject Leader

- Monitor the performance in their subjects.
- Analyse and report on attainment and progress in their subject for SLT.
- Highlight areas of strength to celebrate and weakness to support.
- Moderate and address issues arising from mismatch between data/pupil books/observations etc.
- Hold teachers to account for performance in their subject area.

Teachers

- Operate within the assessment time frame.
- Meet or exceed the targets set for each child.
- Record and analyse pupil/ group results.
- Highlight areas to celebrate and to address ready for pupil progress meetings.
- Prepare for pupil progress meetings.
- Plan for timely intervention where needed and report impact.
- Record results ready for input onto the Tracker.
- Aware of the impact of their performance upon the whole school.