



***'Whatever you do, do it for the glory of God.'***

## **Phonics Policy**

Approved by the Teaching and Learning Committee on 22nd February 2021  
Ratified by the Full Governing Board on 3<sup>rd</sup> March 2021.  
To be reviewed in Spring 2024.

The purpose of teaching phonics at St Simon's Catholic Primary School is to assist in the fulfilment of the school's Mission statement. It is our aim that each child will STRIVE to be the very best that she/he can be to reach her/ his full potential, which will be revealed and realised both for the glory of God and the service of others.

At St Simon's Catholic primary School we use systematic teaching of phonics to support children in learning to read and write. As children progress in their phonic knowledge children will move on from learning letters and the sounds that they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they then use this in their independent reading and written work.

### **Aims**

- To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

### **The Curriculum**

Nursery (FS1) - Pupil to access differentiated **Phase 1** teaching through short guided groups daily and the learning environment provision. Staff are to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

Reception (FS2) - To teach Letters and Sounds daily for up to 20 minutes from the pupil's start date. To differentiate the groups to ensure pupils are reaching their full potential and support given is appropriate. All pupils to be secure in **Phase 2 and 3** and working through **Phase 4**, by the end of the Reception year, ready to consolidate Phase 4 and begin Phase 5 in Year One.

Year One - To teach Letters and Sounds daily for up to 30 minutes. To differentiate the groups to ensure pupils are reaching their full potential. For all pupils to have completed and be fluent **Phase 4 and 5** by the end of the year and be ready to start Phase 6 in Year Two.

Approved by the Teaching and Learning Committee on 22nd February 2021  
Ratified by the Full Governing Board on 3<sup>rd</sup> March 2021.  
To be reviewed in Spring 2024.

Year Two - To teach Letters and Sounds daily for 30 minutes. To differentiate the groups to ensure pupils are reaching their full potential. For all pupils to have completed **Phase 6** by the end of the year and to regularly revisit Phase 4 and 5 with the sounds and tricky words learnt throughout the Letters and Sounds programme.

Year Three - To teach Letters and Sounds daily for 30 minutes if at least 70% of the cohort have not successfully completed the Letters and Sounds programme. If only a small proportion have not completed the required level than an intervention group/1:1 support should be in place.

### **Teaching and Learning Styles**

St Simon's follows the Letters and Sounds Scheme which is taught throughout the school. Our principal aim is to develop the pupil'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 vocabulary

### **Inclusion and Vulnerable Groups**

We acknowledge that for most children regular Synthetic Phonics lessons are the best way to learn, but some children require a different approach.

Phonic lessons are streamed so that the tasks are directly matched to the children's phonic levels. Regular assessment is used to ensure that children are in the correct Phonics groups. Streaming also allows for children that benefit from learning in smaller groups to be accommodated. More able children are identified and allowed to progress at a faster pace. Children with EAL or SEND either work groups with additional adult support, or they work individually on their targets, as identified in their Teaching and Learning Plan.

### **Differentiation**

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access Phonics. 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 pupils are provided with the key tools they need to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations through enrichment. The school uses a variety of strategies to enable all pupils to access the curriculum through broad-based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

### **Cross Curricular Links**

Approved by the Teaching and Learning Committee on 22nd February 2021

Ratified by the Full Governing Board on 3<sup>rd</sup> March 2021.

To be reviewed in Spring 2024.

In the school we recognise the impact good phonics teaching can have on children's learning to read and write, but we see it as part of a rich literacy curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading. During literacy sessions we encourage children to apply their phonic knowledge to teach them how to read and write. In Early Years, children are given the opportunity to develop their mark making into early writing through the provision of exciting contexts for writing using their phonic knowledge.

### **Phonics Planning**

Whole class teaching of phonics is planned for both in blocks and on a weekly basis: these can be found in the shared area. Planning includes the revisit/review/teach/apply structure recommended by the Letters and Sounds document.

Classes are split into differentiated groups for daily phonics sessions as appropriate. Each teacher plans for their own group and any Teaching Assistants who lead phonics groups will have plans provided for them by the class teacher.

### **Assessment and Reporting**

Opportunities for assessment will be identified in planning. At the end of each phase pupils will be assessed on their progress and put into groups accordingly at the end of each block using assessment tracking grids.

### **National Phonic Screening**

All pupils in Year 1 will be screened using the National Assessment materials in Block 4, in June. Children that do not pass will have the opportunity to repeat the test when they are in Year 2. This data will be submitted to the Local Authority.

### **Monitoring**

Phonics is the responsibility of the curriculum team led by Miss Jones. The other members of this team include Miss Lambourne and Mrs Hodgson. It is the responsibility of these team members to check the planning of Phonics across the school and the monitoring of teaching and learning. This takes place as part of whole school self-evaluation.