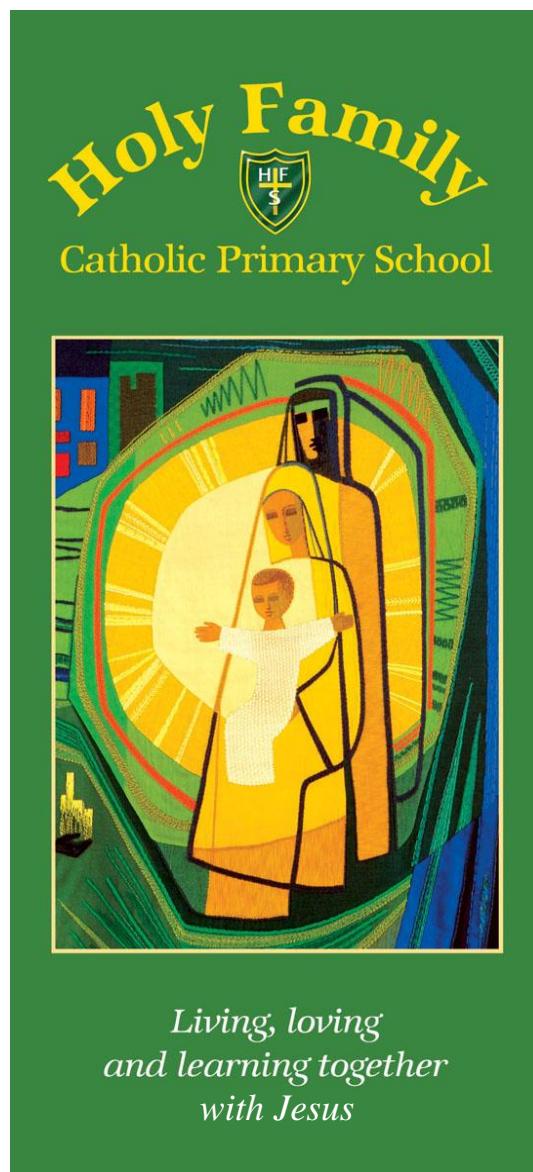


Holy Family Catholic Primary School

The Rosary Trust



Phonics Policy



PHONICS POLICY

This policy has been written in line with the School's Mission Statement.

'In our Catholic School, with God at the centre of our lives, we offer every child a high standard of education. We meet individual needs, in a caring and loving community, which celebrates our faith.'

At Holy Family Catholic Primary School we strive to ensure that all children become successful, fluent readers by the end of key stage one and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. To achieve the age-related expectations, children at the end of Key stage 1 need to read fluently at 90 words per minute. Children at the end of KS2 should read 110 words per minute (in line with the end of KS2 testing). As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age appropriate texts independently and with fluency. For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. In order to achieve this children need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two for children who still need this further support.

At Holy Family School our aim is:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a text rich learning environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting in Foundation class and continuing throughout the school. Environments are provided that model and promote a love of reading where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.
- To ensure that systematic synthetic phonics is taught to children following the Essential Letters and Sounds programme enabling pupils to:
 - ❖ - Recognise, say and write all phonemes within each phase 2-5 of Essential Letters and Sounds.
 - ❖ - Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through phase 3 in

Year 2.

- ❖ - Use their phonic knowledge to blend and segment phonetically decodable words.

- ❖ - Use their phonic knowledge to read complex words and to recognise 'HRW' words from sight (Harder to read and write words).
- ❖ - Read with fluency for both pleasure and to retrieve information.
- ❖ - Write clearly, accurately and coherently using phonic knowledge.

- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.
- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention.

Curriculum, Teaching and Learning Guidance:

At Holy Family School, we teach systematic synthetic phonics using the validated Essential Letters and Sounds program and sequence. This is used to teach phonemes, harder to read words and specific and relevant vocabulary related to phonics. A key part of this programme is the reduction of the cognitive load, which can lead to particular groups of pupils not making rapid progress.

- Phase 1 phonics is taught in Foundation Class to embed listening skills, sound identification and rhyming and rhythm awareness. There is a large emphasis on developing speech and language skills and teaching oral blending and segmenting. Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonics work which starts in Phase 2.
- Daily 20 minute phonic sessions in Foundation and KS1 and regular small group interventions in Foundation, KS1 and KS2 as required. Phonic skills are integrated in cross-curricular activities throughout the day.
- Well planned, high-quality, discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Essential Letters and Sounds document: Staff follow the five-part lesson sequence:
 - Revisit – recap on previously taught sounds.
 - Teach – teach a new sound or word.
 - Practise – provide opportunities to practise saying and reading the sound through games and activities for children.
 - Apply – apply the new skill to read and write words, captions and sentences.
 - Review- Review sound previously taught
- A school overview of which order and when to teach each phase from the Essential Letters and Sounds program.
- Fast paced, well-structured lessons to ensure pupils receive clear direct instruction with opportunities to practise and apply, that build on their prior learning and reduce cognitive load. Repetition and reinforcement of learning is key within all phonics lessons.
- New phonemes are introduced and modelled using a pre-agreed action and mnemonic phrase.

- Lessons will use cooperative learning techniques to ensure all children participate fully.
- Harder to read/write words are taught as set out in the Essential Letters and Sounds program.
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. trigraph. Consistent use of terminology is used by teachers, children and parents.
- Ensure sounds taught are ‘pure’ and soft sounds. e.g. sss not ‘suh’ as this is central to phonics teaching and the children’s ability to blend and segment sounds in words.
- Arrange seating carefully during sessions, so that pupils are seated where they can clearly see the adult’s mouth to support the correct pronunciation of sounds.
- Phoneme buttons and robot arms are used in phonics teaching to distinguish the sounds within words and support reading.
- Children to complete activities in relevant workbooks daily.
- Ensure staff are trained, supported and regularly observed to ensure consistency of teaching across the school.
- Developed working wall, phonics displays that include previously learnt phonemes and tricky words and display the sound being taught in each lesson. Children will be encouraged and taught to engage with these displays to reinforce their learning in the daily sessions and to support writing and reading across the curriculum.
- Regular and manageable assessment to ensure that all children ‘keep up’ rather than ‘catch up’ within lessons. Follow a thorough assessment procedure to track and monitor children’s progress in developing and applying their phonics knowledge. The children are assessed and the data from these assessments is analysed and used to identify gaps and inform planning for interventions.
- Books within the school are phonetically decodable and include tricky words. They are sequenced in the same order as the Essential Letters and Sounds Program and children are provided with a range of texts including fiction, non-fiction and traditional tales. Children have exposure to a range of texts to promote reading for pleasure.
- Parent/carer workshops are held to provide an understanding of the learning.
- Phonics resources and spellings are sent home weekly to support learning at home.

Assessment of Phonics

Our approach to assessment in Phonics and feedback is based on an understanding of a child’s journey through the phonics phases, combined with real clarity on the purpose of collecting data to improve pupil outcomes.

At Holy Family School, we see assessment as an integral part of teaching and learning and is a continuous process. We use three broad overarching forms of assessment: day- to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Teachers Role in Assessment of Phonics

The attainment and progress of children in phonics is assessed regularly across the year, both discreetly at the end of each term and through Reading and Writing assessments. Teachers complete checklists to identify which sounds the children know. Teachers assess knowledge of grapheme-phoneme correspondence and skills in blending and segmenting. Assessment evidence is also gathered during guided reading sessions, shared reading and shared writing. Teachers check to see whether phonics skills are embedded and applied across the curriculum. Teachers carefully track children's phonic skills within reading and writing. Teachers will track children using the class phonics tracker. Trackers will identify who is working on and secure at each phase. When completing class trackers teachers are identifying the number of children who are 80% secure using and applying phonic knowledge in reading and writing. For children who are not secure at the expected phase for their age they will adapt their teaching to differentiate activities, create further opportunities to learn and apply skills and work with parents.

Phonics Screening Check

All pupils in Year 1 will take part in the 'Phonics Screening Check' which is carried out in June each year. This is a statutory assessment required by legislation. This information is submitted to the LA. Any pupil who does not attain the required standard will repeat the screening in Year 2 having accessed support and intervention programmes to equip them with sufficient knowledge and understanding. This is to ensure that all pupils have a secure foundation upon which to build their reading and writing skills. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in year three – which will be further supported throughout the year and across key stage two with a phonics and/or spelling intervention programme.

Reviewed Autumn 2023

Review due Autumn 2026

English Subject Leader
September 2023