



St. Michael and St. John's R.C Primary School Phonics Policy

Rationale

At St. Michael and St. John's R.C we strive to ensure all children become fluent readers by the end of Key Stage One.

Intent

- To teach children 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 children to segment and blend.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

The Curriculum, Teaching and Learning

Expectations

Reception -To teach Letters and Sounds daily for 20 minutes from the child's start date. For all children to have completed phase 2 and 3 by the end of the year and be ready to start phase 4 in Year One.

Year One -To teach Letters and Sounds daily for 20 minutes. For all children to have completed phase 4 and 5 by the end of the year and be ready to start phase 6 in Year Two.

Year Two -To teach Letters and Sounds to those children who require it daily for 20 minutes. For all children to have completed phase 6 by the end of the year and also to regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds document.

Key Stage Two-further interventions to run for children where necessary. Other approaches required for children who cannot learn by phonics.

Phonics across the Curriculum

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation.

Teaching and Learning Styles

The school uses the Letters and Sounds document, supported by the L.C.C. Plans. Letters and Sounds is taught throughout the whole school. 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



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- Whole class, group and individual work
- Tricky word vocabulary

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 Letters and Sounds document.

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 SEN, often through intervention groups. The school have 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 most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

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 and Early Learning Goals. 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 Letters and Sounds programme.

Assessment and Reporting

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. At the end of each phase in Letters and Sounds children will be assessed more formally on their progress. Children are assessed termly and results recorded on O-Track.

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



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All children in Year One will be screened using the National Assessment materials in Term 6, end 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.

The Role of the Phonics Coordinator

- 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.

Resources

Fast Track Phonics Intervention is used in Year 2. Guided Reading phonics books have been purchased to supplement and reinforce reading strategies and phonemic awareness.

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.

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.

Subject Co-ordinator:



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Signed:

Date: September 2019