



Phonics Subject Leader: **Lisa Davies**

Date policy written: **September 2020**

**English Governor: Devon Doyle**

Date approved by the full Governing body: October 2020

Date to be reviewed: October 2023

## PHONICS POLICY

**'Let Your Light Shine'**

**Matthew 5:16**

At St Peter's we believe that all our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



### Vision and Purpose

At St Peter's we seek to realise the potential of each individual in a supportive and caring environment. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, and in partnership with the family and community, encourage all positive aspects of education and social development. Together we strive for high academic standards and to provide a wide variety of experiences to promote interests, life skills, confidence, and responsibility now and for later years.



### Vision and Values

We are a school of *'Big Questions and Big Conversations'* that encourages relevant dialogue that promotes critical thinking through the use of 'Picture News' and we seek to develop and embed our Christian values and vision throughout of English lessons.



### Phonic Intent

At our school we strive for each child to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds
- Learn tricky and common exception words by sight within each phase of Letters and Sounds
- Confidently write the tricky words specified within each phase of Letters and Sounds
- Read and write common words containing unusual grapheme, phoneme correspondences (GPCs)
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read confidently and fluently with good understanding using age appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge



## Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the following documents:

- The National Curriculum 2014
- Letters and Sounds 2007
- Statutory Framework for the Early Years Foundation Stage 2015

Other important documents from which teachers are guided include:

- Key Learning documents (KLIPS) produced by Lancashire Literacy Advisory Team.



## Phonic Implementation

In line with the school's vision and commitment to excellence each class within EYFS and KS1 will teach phonics as a discrete lesson every day and will included phonics as part of teaching and learning throughout other curriculum lessons on a daily basis to promote good understanding of reading, language and spelling.

At St. Peter's we believe that teaching phonics should be:

- Systemic
- Discrete
- Interactive
- Practical
- Engaging
- Multi-Sensory

In order to achieve our intent here at St. Peter's we have implemented:

- We follow the Phonics Bug Club programme which is underpinned by the statutory document, Letters and Sounds
- We use a variety of teaching strategies to meet the needs of all learners in EYFS and KS1
- Opportunities for whole school and class enrichment
- Staff are equipped with the relevant and necessary training to deliver Letters and Sounds
- Planned opportunities for parents to attend workshops that clearly show how phonics is taught and assessed in Year 1 and how they can support learning at home
- Reading breakfasts are offered to Reception parents to model engaging activities that can be used at home to support reading
- Parents Evening up-dates parents with their child's progress
- Class based interventions are in place to narrow gaps in learning.
- Year 2 children who did not pass the Year 1 phonic screening are tracked and interventions put in place to monitor progress made
- 'Bounce Back Phonics' is used in intervention groups to support accelerated learning
- KS2 children that did not meet the phonic assessment in KS1 are tracked and monitored by staff with intervention in place to support
- One of the strategies used is the Jolly phonic actions to support the learning of sounds throughout Reception and re-capped in the Autumn term as they enter Year 1
- Daily phonic sessions are taught throughout EYFS and KS1, whereby the children learn new grapheme-phonemes correspondents to improve their ability to segment and blend sounds which they can then apply to reading, writing and spelling.
- Children have access to the Active Learn programme both within school and at home to support reading

- Other technology and programmes are used to support the learning of GPCs and HFW which children have access to within class
- The EYFS environment supports the teaching phonics through continuous provision and adult-led groups
- A coherent and consistent approach is used to teach phonics, where daily lessons follow the same structure:
  - ✓ Revisit/Review
  - ✓ Teach
  - ✓ Practise
  - ✓ Apply
  - ✓ Assess
- Regular reading opportunities are in place throughout EYFS and KS1
- Children have regular Guided reading sessions which support the teaching and learning of phonics and HFW
- Children will read to an adult to support early decoding, segmenting and blending skills alongside the understanding of what they have read
- A phased reading approach is used alongside the teaching of phonics and early reading in EYFS and KS1
- Reading books are categorised in line with the phonic phases throughout EYFS and KS1
- Reading is part of daily homework in accordance with the Homework Policy
- Children are read to by an adult for pleasure at the end of each day to promote a love of reading
- Children are teacher assessed termly and this tracked by Year group
- Phonics screening test for Year 1 children in the Summer term
- A link governor liaises with the subject leader to monitor, maintain and improve standards set



### Equal Opportunities

At St. Peter's, all children are provided with equal access to the Phonic curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.



### Role of the subject leader

At our school the subject leader is responsible for improving the standards of teaching and learning in Phonics through:

Monitoring and evaluating:

- Pupil progress (observations, drop-ins, tracking, assessment)
- The quality of teaching.
- Provision in the quality of the learning environment.
- The deployment and provision of support staff.

The subject leader will:

- Take the lead in policy development.
- Audit and supporting colleagues in their CPD.
- Purchase and organise resources.
- Keep up to date with recent developments.



## Parental involvement

All our parents are encouraged to support their child. All parents are provided with:

- A home school reading diary or journal with which to exchange information about reading.
- An information leaflet about the teaching of phonics.
- Information regarding their child's targets.
- An interim report and end-of-year report outlining their child's attainment regarding phonics
- Our home /school agreement outlines clear expectations of support for school and from school for parents.



## Phonic Impact

Through implementing the above, here at St. Peters we strive that our children will be able to:

- Develop a love for life-long reading
- Confidently use the Jolly phonic actions to support the learning of GPCs in EYFS
- Segment and blend words that are age appropriate with little or no support
- Read and write words confidently using a phonetic approach
- Attempt the spelling of unfamiliar words using their phonic knowledge
- Confidently use and apply HFW within their year group to support reading, writing and spelling
- Year 1 children will confidently access and pass the phonic screening test
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum

## Update to Policy Record Sheet

| Date | Reference / aspect of policy to update | Suggested amendments to consider at next review. |
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*Rachel Brown/Jayne Blackburn (April 2019)*

*Date approved by Governors May 2019*