

Phonics Policy

St Thomas More's Catholic Primary School



Approved by the Governing Body: Spring 2025

Next Review: Spring 2027

Our Mission Statement

As we walk together with Jesus we love, live and learn

Intent

St Thomas More's, we are committed to the delivery of excellence in the teaching of Phonics. We are passionate about ensuring all children become confident readers and writers. Phonics is a key skill that supports the development of early reading skills and our mission is to teach every child to read and write and to keep them reading.

Using Little Wandle and letters and sounds we aim to:

- Develop each child so that they are able to read with fluency and good understanding
- Develop a love of reading that will stay with children all their lives
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Implementation

At St Thomas More's, we follow the structure of Little Wandle. Our children are provided with a variety of opportunities to develop and extend their phonics skills across Reception and Key Stage 1. It will be continued into Key Stage 2 where necessary to support those children who do not yet have the phonics knowledge and skills they need.

Each class in EYFS & KS1 will teach phonics as a discrete lesson every day and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need. Children are taught in whole class groups and those who need extra support are offered a targeted intervention daily in KS1 and Reception and on a more bespoke level at KS2.

The teacher provides stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children. These lessons include pace, practical and interactive activities to engage the children. Activities carefully chosen to develop their skills in oral discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence. We believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging
- Multi – Sensory
- Differentiated

Age Related Expectations for the end of the school year:

By the end of EYFS children should:

- read and understand simple sentences
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight some tricky words
- use phonic knowledge to write words in a way which matches how the sounds are said
- write some irregular common words.

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- read many common exception words fluently
- read phonically decodable three-syllable words
- read a range of age-appropriate texts fluently
- demonstrate understanding of age-appropriate texts
- read decodable words that end –s, –es, -ing, -ed, -er, -est
- say the correct sound to grapheme for all the 40+ phonemes

By the end of Year 2 children should:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read and spell most common exception words for year 2
- read words accurately and fluently without overt sounding and blending
- sound out most unfamiliar words accurately, without hesitation
- segment spoken words into phonemes and represent these by graphemes

Intervention

After a child's needs have been assessed, children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention.

Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives and differentiated success criteria
- Responding to the variety of learning styles

- Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability.

Assessment for Learning

We continually assess our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks. Teachers use this assessment information to plan further work and set new targets.

Assessment of Learning

The attainment and progress of children in phonics is assessed regularly across the year. Reception and Year 1.

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Feedback

Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of the year report. Assessment information is also passed onto the next teacher as part of transition between year group and phases.

Organisation

The phonics leader is responsible for phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on in-service training to staff where appropriate
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the school

The class teacher is responsible for:

- Ensuring progress in the acquisition of phonic knowledge and skills ·
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and take advantage of training opportunities · Keep appropriate on-going records
- Planning effectively for phonics, liaising with the phonics leader when necessary · Informing pupils and parents of their progress, achievement and attainment

Impact

Through implementing the above and careful monitoring from the phonics lead:

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils learn to love reading through fun but challenging phonic activities · A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

Review

The governors review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.