

St Mary & St Paul's CE Primary School



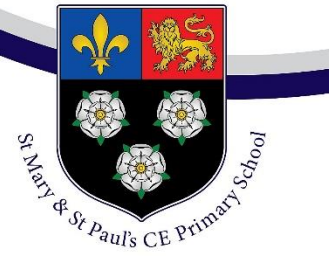
Phonics Policy

Autumn 2022

**‘Life in all its fullness through Learning and
Love.’**

St Mary & St Paul's CE Primary School

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Lead Responsibility	A Watson	Approved By Governors	
Implementation date		Review date	

At St Mary and St Paul's, our Core Values of **Aspire, Joy, Hope, Serve**, and our Christian Ethos define all we do. Our vision Statement underpins our curriculum intent by enabling children to have '**Life in all its fullness through Learning and Love.**'

We aim to provide opportunities for our children to develop as independent, confident and successful learners with high **aspiration**, a sense of **hope** and **joy** and with a positive contribution to their community and wider society through **service**.

We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for secondary school and beyond. We provide enrichment opportunities throughout the curriculum to support engagement in learning. Throughout a child's experience in school, we believe children should be safe and happy, where there are no limits to curiosity and develop a thirst for experiences and knowledge.

Intent Statement for Phonics

The systematic teaching of phonics has a high priority throughout the Foundation Stage and KS1. At St Mary and St Paul's, we value reading as a life skill, and we are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the statutory phonics check at the end of Year 1. We value and encourage children to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills

In Phonics at St Mary and St Paul's we aim to:

- In Early Years Foundation Stage we promote teaching and learning to ensure children's school readiness and gives pupils a broad range of knowledge and skills to provide the right foundation for good future progress through school and life.
- To secure for all children fluent and effective reading to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure, as a door to further learning.
- To ensure children are able to communicate articulately and confidently in a range of forms and situations across the curriculum.
- To ensure the children have access to a vocabulary rich curriculum that supports their access to the English Language.
- To provide our children with a secure knowledge and understanding of the National Curriculum to equip them for learning in secondary education and learning beyond

To achieve this we commit to:

- Creating an environment that stimulates and supports high-quality teaching and learning
- Ensuring all learners achieve life in all its fullness in whatever capacity
- Making links with the local/wider community and beyond to broaden ambition and to create opportunities for our children to access an extensive range of experiences.

What is Phonics?

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns that represent them.

Implementation of the Phonics:

Through the teaching of Read, Write Inc. the children are taught the essential skills for reading.

Phonics is taught daily in the Foundation Stage, Years 1, Years 2 and for those in KS2 who have not met the threshold. Each session is for an hour and includes reading and writing the sound. Using the sound within spelling, handwriting and the reading of a book, matched to the ability of the children.

Staff systematically teach learners in homogenous ability groups.

Extra support is provided for the children who require consolidation or missed learning and for those in Year 2 who have not passed the Year 1 phonics screening. The expectation is for children to keep up, not catch up!

What is high quality learning in Phonics?

At St Mary and St Paul's we believe that children learn best when they:

- Have a thirst for knowledge and the opportunity to share this
- Are engaged and enthused by learning opportunities
- Their learning is purposeful, varied, well-structured and well delivered
- They are curious and enthusiastic about what they are learning
- When they can discuss and share learning with peers or staff
- Form positive relationships with staff and know they can trust and respect staff and each other
- Are actively involved in their learning at an appropriate level to match their interests and learning needs
- Work collaboratively
- Achieve excellence and gain approval
- Believe in themselves
- Appropriately challenged at the age and stage of learning.
- They are working in an environment which is safe, caring, supportive, stimulating and appropriately resourced
- Their learning encompasses the values of the school in aiding their development as future effective citizens.

What is 'high quality teaching' in Phonics?

At St Mary and St Paul's we believe that good teaching is when teachers/staff:

- Support the 5 'P's of the Read, Write Inc. program. Praise, Pace, Purpose, Passion and Participation

- Plan lessons effectively, which takes children's prior learning and current assessment into account, and are responsively differentiated in order that the lessons consolidate, build upon and extend learning for all
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding and clear up any misconceptions
- Promote excellence and set standards high in all areas of school life and beyond – Learning has no limits!!
- Apply a range of teaching styles which appropriately match the children's learning styles to motivate and engage learners and adapt lessons and learning to suit learners needs
- Form positive relationships with the children in their class and other members of the school community
- Insist on high expectations of learning and social behaviours
- Ensure that effective challenge and support is given in order for the children to make at least good progress
- Embedded core values of aspire, hope, joy and serve in general teaching practise.
- Use quality questioning to help unearth and progress pupils' learning behaviours
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Effectively assess and monitor children's progress in order to extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Are reflective regarding their professional practice and the overall provision the school offers
- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions

Planning in Phonics - Before the lesson teachers will:

- Teachers will be aware of previous learning and will establish a clear 'learning intention' that builds on children's prior knowledge knowing how this fits in to the bigger picture of the overall curriculum.
- Ensure Subject Knowledge is good for both teachers and teaching assistants.
- Develop a clear structure to aid lesson pace and engagements following the Read Write Inc. activities.
- Plan and have an awareness of the Key vocabulary that will be essential to learning within the lesson
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links
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Main teaching of Phonics - The main teaching part of the lesson will include:

- Articulate the 'learning intention' to pupils and ensure they are also clear on how this fits in to the bigger picture and the wider curriculum and what key learning needs to be retained
- Informing the children of the learning, how to be successful and specific language to be used
- Children will initially be taught sounds, then how to blend sounds in words ,using word time.
- Once children become confident and are able to begin blending they will apply their skills through the levelled reading books starting at Red Books, through to Grey Books at the end of the program.
- Teacher modelling the process and task which is expected of the children
- Using resources which stimulate learning; Fred Frog, flashcards and story books.
- Appropriately levelled questioning linked to the level of the Storybooks.
- Appropriate feedback and praise given throughout the lesson to challenge and support the children
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged - opportunity given for children to move ahead if understanding is secure

- Secure subject knowledge of phonics demonstrated by the class teacher and teaching assistants
- All children actively involved and engaged in their learning through partner work.
- High expectations of children both in terms of their work and their learning and social behaviours
- Praise for the children when they do the right thing, achieve well and make progress
- Bring core values of aspire, hope, joy and serve to life.
- Teacher and or Teaching assistant to assess throughout the session.
- Evidence of positive relationships between all children and adults.
- Read Write Inc 'Book Bag Books', will be sent home as home readers. These are matched to the child's ability group and consolidate the learning in school.

Assessment and evaluation :

- Children are assessed continually throughout the session
- The Read Write Inc. lead will assess children on the program every half term, thus supporting rapid progress throughout the program.

See Appendix 1 – Expectations of Progress

Medium Term Planning

- The plans are used from the Read Write Inc Program. This includes the teaching of set 1, 2, and 3 sounds. They plans are directly linked to the level and stage of the books.

Record Keeping and Reporting

Staff delivering Read Write Inc. record daily learning on their sheets and in children's books. Assessment records and tracking documents are provided by the Read Write Inc. lead and are fed back and shared with teachers.

Inclusion

At our school, we teach Phonics to all children. Phonics forms part of our English curriculum providing a broad and balanced education. Through our Phonics teaching, we provide learning opportunities that enable pupils to make progress.

We aim to provide an inclusive environment which

- Sets suitable learning challenges
- Responses to children's diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups.

A number of our children with complex learning needs follow an individualised curriculum through our Stepping Stones provision. Phonics is adapted to the individual needs of the child and can be accessed through play. This may continue beyond Year 2 into Key Stage 2. For children who are unable to access the Read Write Inc program, vocabulary activities planned with the support and advice of Speech and Language therapists are delivered.

EQUALITY IMPACT STATEMENT (please refer also to the School's Equal Opportunities Policy):

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Mary and St Paul's.

Monitoring and Impact:

- Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.
- Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.
- Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We believe that being a reader is more than reading 32 words.

The practical application of this policy will be reviewed by subject leader in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning. Impact grids for learning will be taken at the end of each unit of learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.

Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the *lowest 20% of children*. Other children should be *well* in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Read Write
Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				

x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				