



St Joseph's Catholic Primary School

Phonics Policy

"Where everyone cares and everyone tries their best"

Aims and Purpose:

At St Joseph's RC Primary school we strive to ensure that all children become competent readers and writers by the end of Key Stage 1. The policy works in conjunction with the Literacy policy.

- To benefit from a systematic approach to the teaching of phonics from entry to school
- To have regular access to high quality phonics teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text
- To enjoy a multisensory approach to phonics ensuring the visual, auditory and kinaesthetic learning styles of children are engaged
- To encourage children to attempt to spell words for themselves, within the range of their subject knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar
- To help children to use the skills of blending and segmenting in order to read and spell words

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 blend and segment sounds for reading and spelling
- To apply their phonic knowledge across the curriculum

Teaching and Learning

All phonics in EYFS and KS1 is taught following the Letters and Sounds document alongside a range of other programmes to create a multisensory approach; Jolly Phonics, PhonicsPlay and Bug Club. We have adopted the suggested daily teaching sequence from Letters and Sounds; Revisit and Review, Teach, Practise, Apply.

From Reception to Year 2 children are streamed to allow the children to learn at their own pace; high achievers can make accelerated progress and those with additional needs gain further support. Pupils who are not working at phase 6 of 'Letters and Sounds' by Key Stage 2 will be targeted in Years 3 and 4 for further phonics support.

Phonics teaching at St Joseph's RC Primary is multisensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced session and then applied to reading and writing in a meaningful context.

All classroom environments have an age appropriate display concentrating on sounds and key words. At St Joseph's Primary School we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared guided reading and writing. We use phonically decodable books from Floppy's Phonics, Oxford Reading Tree and Phonics Bug in guided reading to support our teaching of phonics.

Assessment

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Teachers use daily phonics sessions to monitor children's progress and adapt planning based on each day's assessment. Children are tracked using Lancashire Phonic assessment grids which include individual and group assessment sheets at the end of every phase. All staff in EYFS and KS1 have half termly moderation meetings to ensure all children are set appropriately and all assessments are accurate.

National Phonics Screening

In addition in Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the expected standard then additional support will be put into place in order for the child to make accelerated progress with their reading and writing. They will be retested in Year 2.

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By: D Hansen

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