

## St John Vianney Catholic Primary School Phonics Policy

### 1 INTENT

At St. John Vianney Primary school, we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being. The independent review of Early Reading conducted by Jim Rose confirmed that high quality phonic work should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing, from the earliest stage, children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five. Such work should be set within a broad and rich language curriculum.

The use of Phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts, children must learn to recognise and decode words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding, which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills. These phonic skills need to be taught systematically and involve a variety of resources for all learners.

### 1.2 IMPLEMENTATION

In line with the school's policy and commitment to excellence in Phonics, each class in Reception and Key Stage 1 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. The structure of each lesson and the journey of Phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are uniquely planned and tailored to meet the needs of all of our learners.

At St. John Vianney school, we believe that phonics teaching should be:

- Systematic
- Discrete
- Interactive
- Practical
- Engaging

## 2 Teaching and Learning

**2.1** Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. It will also be continued into Key Stage 2, where necessary, to support those children who do not yet have the phonics knowledge and skills they need. Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the cycle of Assess, Teach, Practise, Apply to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, wherever possible, links between phonic knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive learning opportunities to engage the children. These learning opportunities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence.

### 2.2 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 the Phase 2 and 3 common exception 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 frequently-encountered words automatically;

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 in -s, -es, -ing, -ed, -er, -est;

Say the correct sound to grapheme for all the 40+ phonemes up to Phase 5.

By the end of Year 2, children should:

Read accurately most words of two or more syllables;

Read most words containing suffixes;

Read and spell most common exception word 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.

### 2.3 Common exception words

Children will be taught to read words that are not completely phonically regular. St John Vianney school adapts the *Letters and Sounds* language and we refer to them as 'tricky words'. Children need to be taught to read these words on sight so that they do not have to spend time puzzling them out. Teachers help children to practise their speedy recall of tricky words. In terms of spelling, children need to remember the tricky parts of a word, that is, the letters that do not match the usual grapheme-phoneme correspondences that they have learnt.

### 2.4 Planning

The school follows the systematic approach laid out in *Letters and Sounds*, which school has adopted to meet the requirements of the National Curriculum. Staff complete weekly plans for phonics, which ensure progression and effective, high quality teaching.

### 2.5 Intervention

Children who still need extra support to develop their phonic knowledge across the Early Years Foundation Phase, Key Stage 1 and Key Stage 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

## 3 Assessment

**3.1** 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 ability. Each class teacher uses the Phonics Tracker, which is updated half-termly and continues to be updated as the child moves through school.

**3.2** The attainment and progress of children in phonics is assessed regularly, both discretely at the end of each phase and through Reading and Writing assessments. 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.

## **4 Responsibilities**

### **4.1** The class teacher is responsible for:

- Ensuring progression in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English;
- Developing and updating skills, knowledge and understanding of phonics;
- Identifying needs in phonics and adapting planning to suit all children;
- Keeping appropriate on-going records;
- Planning effectively for phonics, liaising with phonics leader when necessary;
- Informing pupils and parents of their progress, achievements and attainment.

### **4.2** The Phonics Lead, Mrs Langford, is responsible for:

- Ensuring continuity and progression from year group to year group and the transition from each phase;
- Providing all members of staff with guidelines to show how aims are achieved and how the variety of all aspects of phonics is to be taught;
- Advising and supporting colleagues in the implementation and assessment of phonics in their phase of the school;
- Assisting with the requisition and maintenance of resources required for the teaching of phonics;
- Monitoring the quality of teaching and learning in phonics across school.

## **5 Inclusion**

**5.1** All children have equal access to the curriculum as expressed in the school's 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 the 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.

## **6 IMPACT**

Performance Measure - All pupils	2017	2018	2019	2021 (November 2021)
Yr 1 Phonics Screening Check	86.9% <i>(Newcastle - 81.6% National - 81%)</i>	92% <i>(Newcastle - 82.9%)</i>	93.3% <i>(Newcastle - 80.5% National - 81.9%)</i>	93%
% of children who passed Y1 Phonics Screening Check by end of Y2	95% <i>(Newcastle - 91%)</i>	95% <i>(Newcastle - 90.7%)</i>	96.7% <i>(Newcastle - 91.4% National - 91.4%)</i>	93%

## 7. Monitoring and Review

7.1 Monitoring of the standards of the children's phonics skills is the responsibility of the Phonics Lead. The work of the Phonics Lead also involves supporting colleagues in the teaching of Phonics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the Headteacher an annual audit in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. Teaching and Learning of Phonics is further monitored through lesson observations, Learning Walks and drop-in sessions, carried out at regular intervals.

Review Date - July 2022