



# Phonics Policy

## St Joseph's Catholic Primary School

<b>Approved by</b>	Curriculum & Standards Committee
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## Contents

<b>1. Description of School .....</b>	<b>2</b>
<b>2. Statement of Intent.....</b>	<b>2</b>
<b>3. Implementation Statement .....</b>	<b>3</b>

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### 1. Description of School

St Joseph's is a voluntary aided Catholic School where parents, school and parish work together to deepen the children's awareness of their faith and to provide a challenging fulfilling education.

*St Joseph's Catholic Primary School is*

*A calm, holy place where we pray, think and celebrate God's world.*

*Where we can share a true love of learning through our creative and inclusive curriculum.*

*Where we celebrate and nurture the gifts and talents of every person as uniquely created in the image of God.*

*A supportive community where home, school and church work together.*

*Learning and laughing together in the light of God's love.*

### 2. Statement of Intent

At St Joseph's we view reading as a key life skill that will enable children to become lifelong readers. We passionately believe that every child will learn to read, regardless of their background, needs or abilities.

We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words.

They begin this scheme upon arrival into reception and continue into Year 1 (and into Year 2 where required). As part of this, children have daily phonics sessions in groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

As well as continuous assessment, formal assessments take place half termly to monitor pupil progress and ensure that the books the children are accessing are being pitched appropriately and are in appropriate groups. All pupils now have access to books designed specifically to the RWI scheme that show cumulative progression in phonics knowledge match perfectly to the child's needs.

In order to support the development of phonics and a love of reading, all classes are read to each day, either with a short story, poetry, nonfiction or as part of a longer chapter book.

Any child who does not meet 'age related expectations' at the end of year one will continue to have teaching using the RWI phonics scheme into Year 2 (and beyond if required) to ensure that they can be fluent readers. Even those children who do meet expected standards will be continued to be monitored through the bench marking scheme to ensure pupils are reading books of an appropriate level to help develop their fluency and accuracy. This continues into Year 3 and beyond where necessary.

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### 3. Implementation Statement

<b>Implementation Statement</b>	<b>Actions</b>
<p><b>Strong Start</b></p> <p>Pupils make a strong start in Phonics upon their arrival in September</p>	<ul style="list-style-type: none"> <li>• Whole class speed sound lessons begin immediately when children start in September</li> <li>• Once initial Set 1 sounds have been taught, phonics lead/EYFS lead to assess the children and group accordingly - 30-minute sessions will begin from this point.</li> <li>• Learning walks from the phonics lead will take place to support the teaching of phonics</li> <li>• Phonics video QR codes are sent home regularly for homework from September and continue throughout the year.</li> </ul>
<p><b>Expert Teachers</b></p> <p>All teachers who deliver phonics have the expertise to provide quality sessions that ensure consistency across the school.</p>	<ul style="list-style-type: none"> <li>• Staff training provided by Read Write Inc. dedicated to the development of Phonics teaching at St Joseph's</li> <li>• Access to Oxford Owl Online for all staff - has a range of printable and interactive resources to support teaching</li> <li>• Pronunciation video on Oxford Owl to be used if unsure of sounds</li> <li>• Read Write Inc. Phonics videos used in lessons and for intervention groups</li> <li>• Read write Inc. Videos available online for all staff</li> </ul>
<p><b>Story Time</b></p> <p>All children are exposed to a variety of books and vocabulary</p>	<ul style="list-style-type: none"> <li>• Timetabled Daily</li> <li>• Pie Corbett's reading spine book collection and poetry spine collection available in all year groups – teachers to share with children during story time.</li> <li>• EYFS poetry basket used daily</li> <li>• Stories read, must include a variety of cultures and ethnicities - this could be author, illustrator, poet or theme of the book.</li> <li>• Book corners should be appealing and engaging - children should have opportunities and feel comfortable to spend time there.</li> <li>• 'Word Aware' wall used to display vocabulary identified in books.</li> <li>• Vocabulary posters may also be used to help children understand vocabulary in class readers/ topic led non-fiction books</li> </ul>
<p><b>Timetabling</b></p> <p>Sufficient time is given to the teaching of phonics</p>	<ul style="list-style-type: none"> <li>• Phonics timetabled for 20-30 mins a day in Reception and Year 1. These sessions include a reading (decoding) and spelling (encoding) element.</li> <li>• Phonics interventions planned for children in Year 2 that did not pass the year 1 phonics screening.</li> <li>• Phonics homework videos and activity is set for homework in Reception and Year 1.</li> <li>• Independent phonics tasks planned for Guided Reading lessons. (Year 1)</li> </ul>

<p><b>Pupil Progress</b></p> <p>ALL pupils make good progress in phonics</p>	<ul style="list-style-type: none"> <li>• Pupils are assessed every half term by phonics team</li> <li>• Grouping spreadsheets are colour coded to represent those working below, at and above expectation.</li> <li>• All teachers are aware of the progression expectations of students and Year leads regularly discuss those pupils falling behind and plan appropriate interventions.</li> </ul>
<p><b>Parent Support</b></p> <p>Good communication exists between the school and parents to ensure parents are supporting children's learning at home.</p>	<ul style="list-style-type: none"> <li>• Parent meetings held for Reception and Year 1 parents.</li> <li>• Parent support booklet provided to the parents.</li> <li>• All children to take home phonics cards to support at home learning.</li> <li>• Video homework for children to complete at home on Tapestry and Google Classroom.</li> <li>• Video provided to parents to support them in listening to their child read at home.</li> <li>• Video provided to parents on how to support phonics screening practice at home.</li> <li>• Children will take home a reading book/ Ditty sheet each week.</li> <li>• QR codes for all set 1, 2 and 3 sounds sent home every 3 months for parents to use at home.</li> <li>• Copy of children's assessments sent home so parents know how they can support their children at home.</li> <li>• Set 1, 2 and 3 sounds PowerPoint presentations shared with parents via Google Classroom.</li> </ul>
<p><b>Assessment</b></p> <p>The assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately</p>	<ul style="list-style-type: none"> <li>• Reception and year 1 - RWI assessments completed at the end of each half term by phonics team.</li> <li>• Year 2 - Children who did not pass year 1 screening, to continue to be assessed in phonics by year lead, others will move on to benchmarking.</li> <li>• Year 3 pupils still require phonics support and are working below year group, will be assessed by year lead or class teacher. These children will be monitored and assessed accordingly when they are ready to move on. This may be more regularly than half termly.</li> </ul> <p>From these assessments, pupils are grouped (for reading book bands) and results are recorded on the Groupings spreadsheet which is then shared with year teams.</p> <p><b>Phonics Screening</b></p> <ul style="list-style-type: none"> <li>• All phonics sounds to have been taught by March (whole class) ready for mock screenings to take place.</li> <li>• In years 1 and 2 (for pupils who did not pass in year 1 only), mock screenings will take place once per month, starting from March and continuing up to June when screening takes place.</li> <li>• Moving forward, any areas of development flagged in mock screenings or individual assessments, should be planned into phonics lessons.</li> <li>• Screening results will be tracked using 'Phonics Screening Assessment Tracker'</li> </ul>

<p><b>Reading Books</b></p> <p>All children provided with decodable books</p>	<ul style="list-style-type: none"> <li>• Pupils given books to take home that are changed weekly</li> <li>• These will be provided in a sequence that follows the RWI programme and will be identified on an individual tracker.</li> <li>• <b>When possible</b>, lowest 20% of children should read with an adult and receive additional phonics support – using RWI videos or flashcards</li> </ul>
<p><b>Late Entry Children</b></p> <p>All children who enroll at St Joseph's are supported in developing their reading</p>	<ul style="list-style-type: none"> <li>• Class teacher to inform phonics lead of any new arrivals to their class so they can be assessed</li> <li>• <b>When possible</b>, pupils that are working below age-related-expectations should read with an adult and receive additional phonics support – using RWI videos or flashcards</li> <li>• Parents will be sent home a copy of their child's phonics assessments and Read Write Inc. QR codes with links to all set 1, 2 and 3 sounds videos.</li> <li>• RWI support videos can be uploaded via Google Classroom.</li> </ul>
<p><b>Beyond Phonics Screening</b></p> <p>Reading and spelling support</p>	<ul style="list-style-type: none"> <li>• Pupils who fail Year 1 and Year 2 screening will continue to have additional support in reading into Year 3 and will be monitored.</li> <li>• Spelling Shed to be used from year 1 upwards to support spelling – linking to spelling patterns, rules and phonics.</li> <li>• All year groups to timetable in 3x spelling lessons each week.</li> <li>• All spelling work is to be completed in spelling books/folders.</li> <li>• Spelling work and planning to be monitored by English team.</li> </ul>