

St. Mary's Catholic Primary School



Inspiring Children to love
learning and live in the
light of Christ

Phonics Policy



St Mary's Catholic Primary School

St. Mary's Catholic Primary School and Nursery values all children for their unique gifts and talents. Each child is encouraged to reach his or her full potential, academically, socially and spiritually.

Children are nurtured and supported as they grow to become curious, confident and independent learners, who work hard and aim high.

All are welcomed into our happy caring catholic school community, which has the Christian values of love, patience, generosity, kindness and mutual respect at its heart.

Phonics Policy

Headteacher: Maureen Collier

Subject Coordinator: Sarah Finch

Link Governor: Angela Scull

Ratified by: Angela Scull

Date for next review: January 2024

INTENT

At St Mary's Catholic 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 lifelong 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 stages 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.

We intend for all pupils to achieve to their full potential and will ensure this happens by:

- Following a systematic synthetic programme with fidelity – Rocket Phonics
- Ensuring that all children participate in high quality phonic sessions
- Tracking children from the start to ensure they keep up opposed to catch up
- Providing additional support for our lower attaining pupils
- Ensuring all staff are confident in the teaching of phonics
- Developing strong relationships between home and school
- Appointing a designated phonics lead to monitor the quality of phonics within school
- Providing stimulating fully decodable readers that are carefully matched to each child's phonic knowledge.
- Ensuring children apply their phonic knowledge in reading and writing across the full curriculum
- Promote a love for reading within our school community

Our Children's Curriculum Charter

Our children are entitled to a Phonics curriculum which enables them to:

- gain a progressively deeper understanding of the phonetic structure of the English language.
- apply their phonic knowledge and skills to decode unfamiliar words fluently and accurately.
- read rapidly to apply what they have learned across the whole curriculum.
- create fluent readers, confident speakers and willing writers.
- develop a life-long love of reading.

IMPLEMENTATION

To deliver high-quality phonics teaching and learning, we use Rocket Phonics by Rising Stars which is a systematic synthetic phonics programme (SSP) validated by the DfE.

The Rocket Phonics programme not only focuses on the key fundamentals and alphabetic code, but also fosters a love of reading and story. The programme includes a selection of children's reading books called 'Target Practice' reading books which are written and illustrated by a range of authors and illustrators. These 'Target Practice' reading books are fully decodable and aligned to the teaching and learning sequence and progression plan to ensure children are reading book that match the sounds they have learnt. In addition, the programme also uses digital 'Big Books'. The digital 'Big Books' are central to the programme as they are used to support when introducing a new sound. They consist of illustrated, language rich stories to support teaching all of the target letter sounds in the context of a story. These also introduce new vocabulary to enhance meaning through discussion.

TEACHING AND LEARNING

At the start of reception, phonics is taught for a minimum of 30 minutes daily in whole class sessions. By the end of Reception and into Year 1, children receive an hour of phonics, this may be delivered in parts throughout the day.

There is a clear sequence of progression through the Rocket Phonics scheme for teachers to deliver: see the scheme overview for more detail. Teachers have access to the lesson plans, resources, and training needed to implement the scheme through high quality teaching.

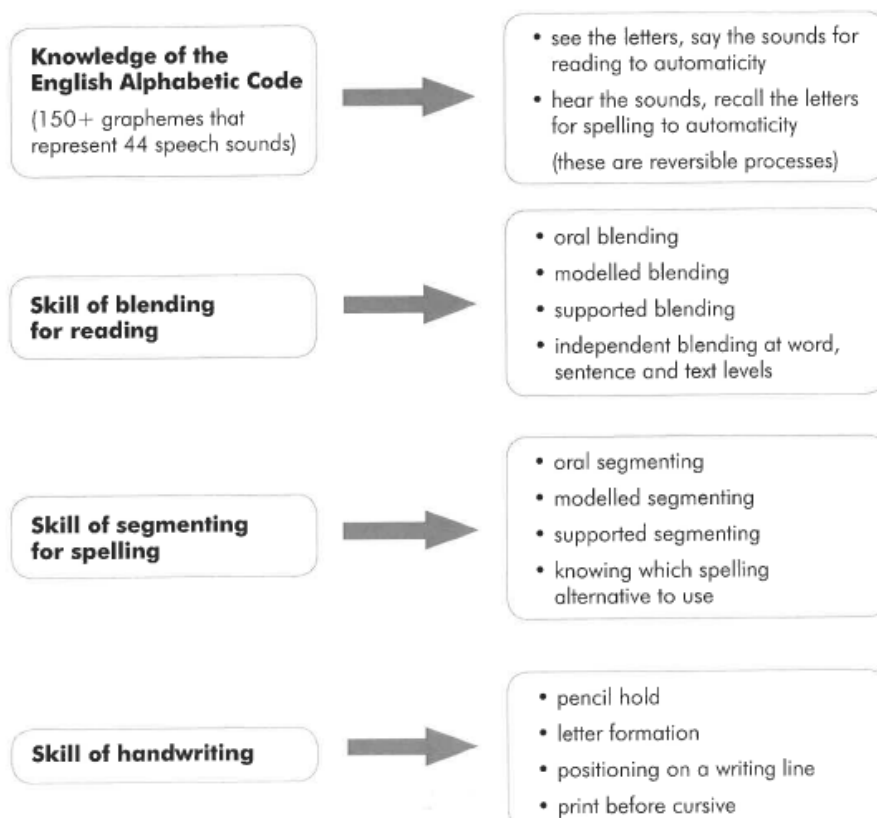
The Teaching and Learning Cycle:

Two new sounds are taught each week through reading and writing activities. On the fifth day, the focus changes to common exception words, consolidation, or handwriting.

Example Week	
Day 1: Blending Focus	m
Day 2: Segmenting Focus	m
Day 3: Blending Focus	d
Day 4: Segmenting Focus	d
Day 5: Common Exception Words and Consolidation	I, the

Systematic Synthetic Phonics Teaching Principles:

The Systematic Synthetic Phonics Teaching Principles are the specific knowledge and skills children need to be able to read and write in the English language.



Pseudo Words:

Rocket Phonics does not actively teach pseudo words, as the point of phonics is to build fluency in real words. However, this will be timetabled as a separate activity for Year 1 to practice pseudo words as these are included in the DfE Phonics Screening Check.

Decodable Readers:

- Children will be given a decodable book to take home to practice with parents.
- It is paramount children are carefully matched to an appropriate book in relation to their phonic knowledge and skills.
- As a school we have purchased Rocket Phonics Reading books to promote continuity and progression in reading outside of the phonics session. However, if a book from a different scheme is used, we will ensure it is matched the child's phonic level and ensure it is fully decodable.

INTERVENTION

The children who need extra support to develop their phonic knowledge are identified during the half termly assessments. These children are given extra exposure to the sounds and have extra reading and writing 1:1 or small group sessions to support them. They are always part of the main provision of phonics and all additional learning time is put in around the structured phonics session.

Any children in KS2 which have been identified by their class teacher as needing additional support in phonics are able to access the scheme and use the phonic resources provided by Rocket Phonics to close the gaps in their learning. Staff in KS2 understand phonics and know how to access support and resources.

ASSESSMENT

Within the Rocket Phonics programme, summative assessments are carried out at the beginning of the Reception Year (Baseline Assessment) and then half-termly throughout the year.

For children who start St Mary's mid-way through an academic year in Reception or KS1, the Baseline Assessment will be used to assess the pupil's phonic knowledge. This will also apply to the children in year 3 who did not achieve the expected standard in the DfE Phonics Screening Check.

MONITORING

We monitor phonics attainment and teaching through a variety of techniques such as monitoring the half-termly assessments, learning walks, lesson observations, and listening to pupil and staff voice. We use the information collected to improve or adapt future practice and interventions.

HOME SCHOOL LINKS

- Parents are invited to attend phonic workshops to support their own knowledge and understanding of phonics
- A phonics support video is shared with parents to ensure equality to the parents who cannot attend the offered workshops.
- Phonic resources and useful website links are available on the school website
- Close communication is promoted through the children's home reading records where we update parents on their child's reading achievements and how they can support their child further.
- We invite parents into school to 'Come and Learn Phonics' with their child in class. This gives the parents an opportunity to experience a phonics session.

TERMINOLOGY

There is a lot of terminology used within Systematic Synthetic Phonics which can be challenging to remember if you are a parent or member of staff who does not use it frequently. We have a glossary of terminology on our website to support any uncertainty whilst using these phonic-related terms.