

Phonics Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

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“It is vital, therefore, that phonics is a priority in teaching reading.”

The Reading Framework: Teaching the Foundations of Literacy- DFE

1. INTENT

At St Lawrence Catholic Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more.

Phonics is a key skill that supports the development of early reading skills. We combine quality phonic teaching with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

2. AIMS

Using the Monster Phonics programme we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts, Develop the habit of reading widely and often, for both pleasure and information, Write clearly, accurately and coherently, using phonic knowledge.

3. IMPLEMENTATION

In order to implement our intent, we have:

- Opportunities for whole school and class enrichment.
- A scheme of work that teaches specific and relevant vocabulary.
- DfES listed Monster Phonics is designed as a whole class scheme for children in EYFS and Key Stage 1 and as an intervention in Key Stages 1 and 2 with all the resources mapped against The Letters and Sounds Programme Phases 1 to 6 and the KS1 Spelling Curriculum.
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing.
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words.
- A progressive scheme of work where the teaching of phonics begins in nursery and progresses in line with children's readiness.
- Small and focussed group teaching to target children's specific next steps (interventions).
- A rigorous assessment system that informs teaching.
- Regular reading opportunities and story times for all children across the school.
- A phonics-screening test for Year 1 in the Summer term.
- Subject leaders who work together to monitor teaching and learning to improve standards and outcomes
- A curriculum that meets the needs of all pupils (including SEND)

4. PLANNING

The school follows the systematic approach laid out in the Monster Phonics programme of study, which we follow to meet the requirements of the National Curriculum. Staff follow weekly plans for phonics which ensure progression and high levels of engagement.

LESSON STRUCTURE

Monster Phonics uses a clear lesson structure which ensures children become familiar with the format of the sessions, allowing the entirety of lesson time to be focused on teaching and learning. The structure is as follows:

Revisit/Review

Review the most recently taught graphemes, high frequency words or spelling rule.

Teach

Introduce and teach the new grapheme, spelling pattern or high frequency word.

Activity

The activity will be linked to the learning outcomes which allows the children to practice and apply their skills and knowledge.

Plenary

Review of lesson outcomes and consolidate learning.

5. INTERVENTIONS

The Monster Phonics programme provides high-quality, interactive lessons which supports highly effective teaching and learning, reducing the need for extra support and intervention. By using the Monster Phonics assessment strategies, children who are in danger of falling behind are quickly identified and additional support provided. Monster Phonics is a *Keep Up* programme and recommends a *same day approach* to intervention, ensuring every child progresses and *keeps up* with their peers.

Identifying children requiring additional support

During each lesson, teachers can use daily formative assessment to identify children that have not met the learning outcome for the lesson. Additional support sessions for these children should, where possible, be on the same day allowing gaps to be addressed with a short recap before the next discrete phonics session. The sessions are 5 to 10-minutes of targeted intervention in small groups or 1:1. This targeted approach must be specific and focused on the skills and knowledge gaps identified.

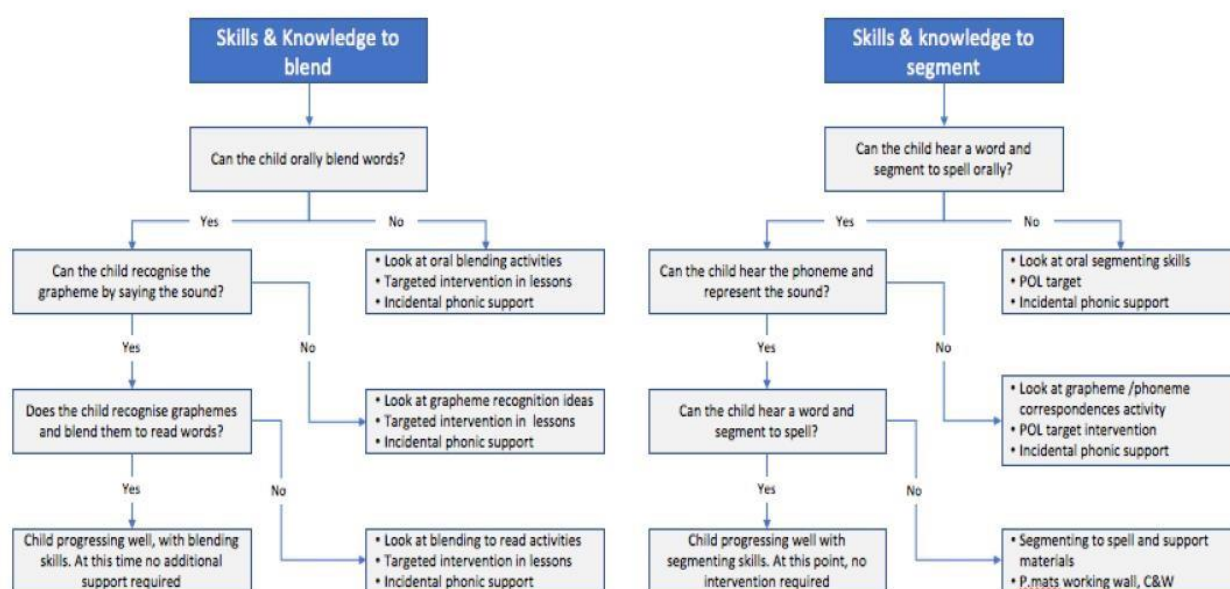
Support at point of learning

To support a child's progress in lessons, teaching staff can apply effective strategies to support learning. Considering elements like where a child is seated, using targeted questioning during the lesson, providing adult support and having resources to support the children readily available will maximise the child's learning opportunities and support them to remain on track and focused with their learning.

Identifying Gaps in Knowledge and Skills

To be successful, confident readers and writers, children need phonics knowledge of the alphabetic code and to master phonic skills such as segmenting and blending.

The array of assessments available in the monster Phonics programme allow easy identification of gaps in knowledge and teaching staff can address these daily ensuring children keep up.



KS2 INTERVENTION

We aim to put Interventions into place for those children in Key Stage 2 who may not have mastered phonics skills and knowledge in KS1. In KS2, we are looking at children who find phonics challenging, have difficulty retaining phonic knowledge and may be starting to become disengaged with the subject. To support these children, we focus on the higher order of needs. Teaching the high-frequency graphemes, the high-frequency words and pre-learning topic vocabulary will be beneficial to these children and support the children in all other curriculum areas.

Once assessed, interventions follow the same structure as previously highlighted. The most common graphemes from the curriculum are targeted first so learning is most effective allowing pupils to read and spell more words. High frequency words are also focused on as this improves their access to the wider curriculum.

6. Implementation: How is Reading taught at St Lawrence Catholic Primary School?

- In EYFS and KS1 all pupils are to undertake Guided Reading at least once per week with their teacher and have additional reading sessions as part of Literacy lessons.
- In KS2, guided reading takes place 3 days per week. Teachers follow a timetable which includes 3 different sessions that include:
- Guided Reading in ability groups with either a Teaching Assistant support or with a Class Teacher
 - 1 Reading Skills VIPERS session
 - 1 Cracking Comprehension
 - 1 x Group Reading Session
- VIPERS is a whole class guided comprehension where children become more familiar with different question types for different reading skills. It ensures coverage of all the reading content domains and aims to develop children's comprehension skills.
- In EYFS and KS1 notes documenting 1:1 and Guided Reading should be recorded on the proformas provided by the English Lead and kept in folders.
- In KS2, a comment is recorded in reading diaries once a week following the group guided reading sessions.
- Planning reflects the skills covered in the content domains and explicit teaching of the reading Curriculum Objectives through guided reading and English lessons.
- Quality texts are the starting point for all English units which are chosen to reflect a range of literature at an age-appropriate yet challenging level.
- The resources and texts which we provide for the children reflect the backgrounds and interests of our children so that all children can be inspired and motivated to read.
- Texts shared and taught in class are beyond that which a child could read independently.
- Lessons are pitched towards the more able with scaffolding to ensure all pupils, including SEND and bottom 20%, are given the opportunity to meet age related expectations.
- Phonics teaching is purposeful, well-paced and progressive. Pupils make accelerated progress from their starting points and apply their skills to texts which they can read with growing independence. (see Phonics Policy).
- Home reading books are matched to the children's current reading stage and current phonics stage.
- Independent reading material provided within lessons is decodable (up to Phase 5) and well-matched to the pupils' reading ages.
- Pupils are given opportunities to read independently. They engage with texts independently and with peers and adults.
- Pupils have outstanding reading role models at school. Staff value the importance of reading- both for pleasure and for academic progress and attainment. CPD is regularly provided for staff.
- There are many opportunities for our children to see the purpose of reading and be motivated by reading within our curriculum. We have an attractive book corner in every classroom and we have a 'Book Week' every year to inspire and engage the children.
- A range of strategies are used to raise the profile of reading and motivate our pupils to read widely and for pleasure.
- Reading is high-profile within the school timetable- children receive a daily input: both as part of whole-class sessions and within small groups.

Books that are sent home:

- **Nursery-** From the Spring Term each child takes home a library book that they have chosen from the class library to share with an adult at home. They also take home a 'Rhyme Card' to practise.
- **Reception-** 1 book from our Reading Scheme + 1 Library book
- **Year 1:** 2 books from our reading scheme (1-2 phonics decodable and 1-2 banded highly decodable) / 1 Library book
- **Year 2:** 2 books from our reading scheme (1-2 phonics decodable and 1-2 banded highly decodable) / 1 Library book / 1 Library Book (transitioning onto 2 a week when on higher bands) .
- **KS2-** Brown level and above – 1 banded book matched to child's reading ability + 1 Library book.

Children are asked to read for 20 minutes daily. Children can choose an additional book of their choice from the class/school library. Children are encouraged to choose books that they are interested in and which also reflect their reading level.

Children will have the grid printed below attached to the back of their reading record in years Reception-Year 2 and any children working at this stage in Key Stage 2:

Reception: Grapheme Recognition	
s	x
a	y
t	z
p	zz
i	qu
n	ch
m	sh
d	th (v)
g	th
o	ng
c	oo (long)
k	ar
ck	oo (u)
e	ow
u	ee
r	ur
h	ai
b	or
f	oa
ff	er
l	igh
ll	air
ss	oi
j	ear
v	ure
w	

Year 1: Grapheme Recognition	
ff	oo (Tricky Witch)
ss	oa
zz	oe
ll	ou
ck	ow (Brown Owl)
nk	ow (Miss Oh No)
tch	ue (Cool Blue)
ve	ue (U-Hoo)
ai	ew (Cool Blue)
oi	ew (U-Hoo)
ay	ie (Yellow I)
oy	ie (Green Froggy)
a-e	igh
e-e	or
i-e	ore
o-e	aw
u-e (Cool Blue)	au
u-e (U-Hoo)	air
ar	ear (long e-r)
ee	ear (air)
ea (Green Froggy)	are
ea (Silent Ghost)	y (Green Froggy)
er	ph
ir	wh
ur	e
oo (Cool Blue)	o

Year 2: Grapheme Recognition	
dge	y (Yellow I)
g (j)	al (or)
c (s)	o (u)
kn (Silent Ghost)	ey (Green Froggy)
gn (Silent Ghost)	w-a (o)
wr (Silent Ghost)	w-or (er)
le	w-ar (or)
el	s (zsh)
il	ti (si)
al	i (Yellow I)



7. PARENTAL INVOLVEMENT

Staff encourage parents to be involved and supportive of their child's progress in reading by:

- listening to their child read on a daily basis and signing the Home/School Diary;
- attending the annual 'New Class Induction' meeting;
- attending termly Parent's Evenings;
- attending workshops for parents on how best to support their child at home, as well as a Phonics Screening meeting;
- ensuring that their child brings their school book bag, reading books and Home/School Diary into school each day;
- ensuring that the school's books are treated respectfully when at home and replacements are paid for in the event of loss or damage;

8. IMPACT

ASSESSMENT

Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a set of assessments which allows for checking children's grapheme phoneme correspondence (GPC), knowledge of High Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing.

The assessment schedule for Monster Phonics is broken down for each year group: Reception, Year One and Year Two. Each year group has a set of graphemes, common exception words and high frequency words to be learnt and then assessed.

Daily formative assessments for all year groups

The first and most frequently used assessment will be take place daily by the adult delivering the phonics session. It is suggested that children who have not met the daily objective, as stated in the planning document for the lesson, are noted, and any gaps are addressed with a short recap at some point before the next discrete phonics session.

Summative assessments

In addition to daily formative assessments, there is a series of timetabled assessments throughout the year. These are clearly laid out in an assessment section on the website.

Within the online assessment area, there is an overview for each year group; Reception, Year 1 and Year 2. Every scheduled assessment will have a combination of the graphemes, decodable words, CEWs and HFWs that have been taught.

Through implementing the above:

- Pupils will be confident in their phonetic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils will pass the Phonics Screening Test by the end of Year 1
- Pupils who did not achieve the expected standard in Year 1 pass the Phonics Screening Test by the end of Year 2
- Pupils who require intervention at KS2 will access engaging lesson content that ensures rapid progress and achievement
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

