

Phonics Policy



Through respect we will work together in Christ to
develop the whole person

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St. Matthew's Policy for Phonics

SMSC Statement

At St Matthew's Catholic Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Overview

The study of phonics develops children's abilities to segment, blend, read and write for a wide range of purposes. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Children learn the relationship between the sounds of the spoken language, and the letters or groups of letters or syllables of the written language. The study of phonics enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama - as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children can then apply their knowledge and understanding in a wide range of contexts.

Aims

- To provide a consistent approach to teaching phonics in EYFS, KS1 and KS2 (where applicable) using the Read, Write Inc (RWI) Programme.
- To provide a safe, secure environment where all pupils can flourish, thrive and fulfil their potential.
- To ensure that all staff are aware of the structure of RWI and receive CPD when needed.
- To promote self-discipline and learning behaviours in-line with the RWI programme.
- To provide information regarding RWI to staff and parents.
- To monitor teaching and learning of RWI, Progress and Assessments.

Spiritual, Moral, Social and Cultural development will be developed through the teaching of phonics:

Pupils' spiritual development is shown by:

- Phonics will be developed across the whole curriculum, including R.E. and P.S.H.E. which give a wealth of opportunities for reading and writing.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences and use this as a stimulus for writing.

Pupils' moral development is shown by:

- Pupils will have opportunities to investigate and discuss ideas, offering reasoned views about, moral and ethical issues. This area will also be developed through Philosophy (P4C).

Pupils' social development is shown by their:

- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Pupils are encouraged to read their work aloud in class and to present their work in a variety of ways - presentations and project work.

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Cross-curricular links are made during History, R.E. and P.S.H.E.

Teaching and Learning of Phonics at St Matthew's

Children in St. Matthew's are grouped by their phonic ability based on half termly assessments that are carried out by the RWI/Reading Lead. Once the children

are grouped, they will be taught a daily 60-minute RWI session to help them to develop their phonological awareness and reading skills. Reception children will initially have a 30-minute lesson in the Autumn term and build up to a 60-minute lesson during the Spring Term. The daily RWI sessions will be delivered by trained teachers and teaching assistants who work closely with the RWI lead. Throughout the programme the children will be taught the following 3 sets of sounds;

Speed sounds Set 1															
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e
l	h	r	j	v	y	w	z	x	sh	th	ch	qu	ng	nk	
Speed sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ea	oi	a-e	i-e	o-e	u-e	aw	are	ur	er	ow	ai				
oa	ew	ire	ear	ure	tion	tious	cious								

Organisation

Pupils in EYFS are grouped based on their phonic ability within in Reception and are taught by the EYFS team. Key Stage 1 pupils are streamed across the year groups to ensure children are taught based on their ability and are taught the relevant speed set sounds. In the Summer Term, Reception will be streamed with Key Stage 1 to prepare the children for transition. Pupils in Key stage 2 who are on the RWI programme will be streamed with Year 3 and 4 together, whilst Years 5 and 6 will be streamed together.

Daily Lessons

The RWI lesson is split into 3 main parts -daily speed sounds session, storybook session and get set for writing session.

1. Daily speed sounds session

During this part of the session the children will learn how to say and read new sounds whilst also reviewing sounds that the children have previously learnt. The

children will also learn how to blend and read words using Fred Talk Read the Word and Fred in your Head to help to build up fluency and speed. During the session the children will also read nonsense words and practise spelling words containing the sounds taught. The steps taught in the daily speeds sounds session are consistently taught across all the groups to ensure children are developing the skills that they need to develop their phonological awareness and reading.

2. Storybook session

Following on from the daily speed sounds session the children will be taught the storybook lesson. During this part of the lesson the children will read a story book which is closely matched to their phonic ability and is fully decodable. The children practise reading their book with their partner 3 times in school before taking the same book home. This allows the children to build up their accuracy, fluency, intonation and understanding of the story. Before the children read the story for the first time, they will practise their sounds, story words and speedy words. This allows the children to build up their confidence and accuracy before reading their story book. We ensure children are well prepared before reading their books to make reading effortless and enjoyable.

The children will progress through the following story books whilst on the RWI programme.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year Two
Grey 1-13	Year Two

Children may not need to read every book in the programme. The rigorous assessments that are carried out each half term ensures that children are reading the correct books that match their phonic ability. Once the children have completed the RWI programme they have all the skills that they need to read accurately and will progress to reading the Oxford Reading Tree Scheme books.

At St. Matthew's we understand that not all children might be working at their age expected level which is why we identify which children need extra support and put tutoring in place (see tutoring below).

3. Get Set for writing session

The final part of the lesson is the writing element. Children will be taught how to hold a sentence in their head and write the sentence applying the phonological knowledge and skills from their RWI session. The children then build up to writing a small piece of writing for a particular purpose. Throughout the lessons the children will focus on spelling, punctuation and grammar. The writing activities are all based around the story books that the children have been reading in their sessions which enables the children to apply all their skills and knowledge across the full RWI session.

Tutoring

At St. Matthew's we understand that some of our pupils need more support in retaining sounds which is why identified children receive daily pinny time and/or 1:1 tutoring in addition to their daily RWI sessions. We believe that early identification and support is paramount which is why regular assessments are vital in identifying the needs and progress of our children.

Tutoring is carried out by a trained member of staff and will be in the form of 1:1 tutoring or small group tutoring. The session focuses on the gaps that the children have in their sound recognition. It also focuses on reviewing and reading sounds speedily as well as blending and reading words. The children will receive a 10 minute tutoring session in addition to their RWI session.

Pinny time is carried out by the child's teacher or teaching assistant within the classroom. Children will practise reading the sounds that they have already been taught speedily which will help with their recognition and fluency. They will also practise blending sounds into words using Fred Talk.

Phonics Screening Check

In June, Year 1 and some Year 2 children will sit the phonics screening check. The phonics screening check consists of 40 words (real and nonsense) containing the sounds that the children have been taught. During the check the children will be asked to read the words to their class teacher. Year 1 staff will be supported to complete the screening check and will receive training on how to administer the check. Results will be analysed and used to inform future planning and practise. CPD is sourced annually and where relevant, to ensure staff are up to date with their phonics training.

Assessment of Phonics

Assessment of phonics will include:

- Children are assessed every half term by the RWI Lead using the programmes termly assessments which involves reading sounds, real and nonsense words and timed passages to check for fluency.
- Staff use daily assessment for learning in lessons to inform planning, ensuring that lessons are tailored to the needs of the group.
- Half termly class trackers and group trackers are used to identify children's progression through the programme and to identify any children who need extra tutoring.
- Phonics Screening Check completed in Year 1.
- Children who do not pass the check will take the check again in Year 2.

Home Learning

Parental involvement is key in the acquisition of phonics. Each child in EYFS and Key Stage 1 is provided with a RWI story book to read at home. All story books are fully decodable and match the pupils phonic ability. Children who are not yet ready to access story books are given sounds and words to practise at home and are also given a reading for pleasure book for them to enjoy sharing with their family.

QR codes and links are also sent home to parents which provides access to appropriate videos that the children can participate with at home. The videos are specific to the sounds that the children are learning in school and match pupils phonic ability.

As part of their homework children also receive weekly spellings from the Liverpool School Improvement Spelling Toolkit. These spellings are set by the

teacher according to the child's ability and are assessed weekly. All children have access to the 'Spelling Shed' at home. Teachers can customise weekly spelling lists for children and using this resource, can track individual and class progress.

Parental Involvement

We aim to ensure that our parents are aware of the importance of phonics in their children's development and understand how their child is learning to read in school and how they can best support them at home. We hold parent meetings to provide them with the confidence and tools to reinforce their child's learning at home. These meetings also allow time for parents to ask teachers any questions they may have about phonics and their child's learning. Additionally, in Year 1 before children sit the phonics screening check, if they have been identified as 'at risk' of not passing parents are invited into school for a meeting with class teachers. In this meeting, strategies and games will be discussed that can be used at home to further help with the child's progression.

Linked Policies to supplement this Phonics Policy:

English Policy - Miss Rush

Handwriting Policy - Miss Rush