Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:
'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:
'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:
'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:
'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:
'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:
'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

Phonics Policy

1. Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.
Our vision is based on *Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

St Barnabas and St Paul's recognises the vital importance of reading for children's future opportunities. With this in mind, we strive to teach children to read and write both accurately and fluently. The ability to efficiently decode is essential and therefore our aim is to teach the core skills of segmenting and blending through the systematic teaching of phonics through Read, Write Inc. We want children to understand the relationship between sounds and letters, recognising that the letters on the page represent the sounds in spoken words. Our aim is for children to make sustained progress in learning to read fluently and write with confidence in an enjoyable way. These fundamental skills not only hold the key to the rest of the curriculum, but also have a huge impact on children's self-esteem and future life chances.

1.1 Aims

Through the teaching of Phonics, we aim to develop the ability of the children to:

- show high levels of achievement and exhibit very positive attitudes towards phonics;
- acquire a secure knowledge of phonics and make sustained progress in learning to read words accurately and speedily;
- participate in the learning of phonics knowledge, skills and understanding in a systematic and enjoyable way (using the SSP Read, Write Inc);
- develop a love of reading.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Holding classroom teachers to account for pupils' attainment in phonics.
- Carrying out lesson observations and monitoring to ensure the school's expectations and aims are being adhered to.
- Supporting classroom teachers through CPD opportunities (Phonics Practice Clinics and Coaching within lessons).
- Undertaking CPD to improve their own practice.
- Identifying areas for improvement in the phonics curriculum and ensuring these are addressed.

- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these. Including data analysis and how to close the gaps in individual children's sound knowledge.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities and application of skills.
- Working with classroom teachers to ensure fidelity to content of the SSP.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Working with the **subject leader** to ensure the high-quality delivery of the phonics curriculum.
- Undertaking additional training and CPD to improve practice.
- Planning and delivering lessons for pupils in line with **Read, Write Inc.** scheme of work.
- Working with the **subject leader and other teachers** to ensure continuity between year groups.
- Ensuring **all pupils** can access the curriculum in accordance with the relevant school policies.
- Ensuring progression of pupils' phonic skills in lessons, with regard to the national curriculum.
- Liaising with the **subject leader** about teaching, assessment, resources and support for individual pupils (such as RWI 1:1 tutoring).

The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader in order to ensure the phonics curriculum is accessible to all pupils.
- Advising staff how best to support pupils' needs.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

Any children with identified SEND or in receipt of pupil premium funding may have adapted learning in order to access the curriculum dependent upon their needs.

3. <u>The National Curriculum</u>

*The National Curriculum outlines that, by the **end of Year 1**, children need to be taught to:*

- *apply phonic knowledge and skills as the route to decode words*
- *respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*
- *read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.)*

- *read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes*
- *read accurately words of two or more syllables that contain the same graphemes as above*
- *read words containing common suffixes*
- *read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*
- *read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered*
- *read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation*
- *reread these books to build up their fluency and confidence in word reading*

*The National Curriculum outlines that, by the **end of Year 2**, children need to be taught to:*

- *continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent*
- *read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes*
- *read accurately words of two or more syllables that contain the same graphemes as above*
- *read words containing common suffixes*
- *read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*
- *read most words quickly and accurately, without overt sounding and blending, when*
- *they have been frequently encountered*
- *read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation*
- *re-read these books to build up their fluency and confidence in word reading*

3.1 Cross-curricular links

As phonics underpins all areas of the curriculum, children will apply the understanding gained in phonics across all subjects in school. Developing phonic knowledge will allow children to read, but also to spell and write words confidently. This understanding will transfer to all areas of the curriculum, where they will be able to read information relating to other subjects and also write to demonstrate their understanding of different topics.

4. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. Throughout St Barnabas and St Paul's, phonics is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

4.1 Long Term Plans and Medium Term Plans

The Phonics and Spelling curriculum overview gives teachers a LTP format overview of how Read, Write Inc. should be taught across school. The Read. Write Inc. 'Expectation of Progress' document outlines the progressive model for years Reception, 1 and 2 across the academic year.

4.2 Short term planning

Short term plans, following the Read, Write Inc. scheme, are available for teachers and should be used in order to deliver Phonics sessions (Planning available through online subscription and Oxford Owl publications). Teachers must ensure that their lessons demonstrate the steps laid out in the plans, ensuring that all pupils engage with their learning and that there is an appropriate balance of structured teaching and independent application time.
All teachers should use the plans provided alongside the LTP Overview and Expectation of Progress document in order to deliver daily Phonics lessons (which include Speed sound lesson, Storybook session and Get Writing!).

5. Teaching and learning

At St Barnabas and St Paul's, we aim to use a variety of techniques to encourage the children to have an active engagement in phonics. We aim to make lessons as entertaining, enjoyable and interactive as possible so as to instil a love of reading within the children. We also aim to ensure fidelity to the SSP, thus developing their confidence and feelings of success. Daily Phonics lessons include review times of sound knowledge and reading words more speedily to ensure children retain previous knowledge and skills are developed on.

From Reception, phonics is taught daily alongside a storybook which features the sounds the children have already learned in order for teachers to assess accuracy in application. Children also receive writing opportunities specifically linked to previous phonic knowledge such as 'Hold a sentence' practice and Get Writing activities. This ensures that children's sound knowledge can be practised in both reading and writing daily. Using the RWI SSP, children are taught to recognise common exception words during storybook activities which are reviewed and children have practice time to read and write these 'red tricky' words. Teachers follow a teaching sequence where previous learning of sounds and words are reviewed and revisited. New sounds are introduced, modelled and practised weekly. Pupils are given time to apply what they have learnt through reading alien (pseudo) words and writing words/sentences. Self-marking takes place to correct errors and encourage spelling accuracy.
Formative and Summative assessments are regularly implemented each half-term so that children progress through the SSP at their challenge point with rigor. Sound gaps and fluency capabilities are identified for individual children and this targeted group receives 1:1 tutoring daily. This ensures embedded intervention is consistently closing the gaps in children's phonic knowledge, allowing sustained progress to be made for all learners.

Once pupils have completed the RWI SSP and embedded all Set 1, 2 and 3 sounds including alternative spellings, they will sit their Year 1 Phonics Screening Test. The data from this test, alongside mock testing and daily teacher assessment during phonics lessons informs the progress made for all learners. Next steps and intervention needs are identified for children as they move up to Year 2 prior to starting the RWI spellings programme. This focuses on word families, how suffixes and prefixes change the meaning of root words and provides mnemonics for the harder spellings.

All pupils on the SSP are also assigned a RWI Book Bag Book to read at home, which is closely matched to their phonic ability through assessment (colour challenge point). These home reading books are changed weekly and parents are encouraged to read daily with their children alongside oral comprehension skills. Phonics and Early Reading workshops for parents have supported the consistency of skills and are used to model the application of phonics in order to read with accuracy first, building up to fluently.

6. Assessment and Reporting

Phonic knowledge should be assessed both formally and informally, using a mixture of summative and formative assessment techniques in order to ensure the abilities of all pupils are effectively evaluated.

6.1 Formative and Summative assessment

Formative assessment should be used throughout the year in order to monitor children's understanding of phonic concepts on a day to day basis and address misconceptions immediately. This type of assessment should inform a teacher's immediate lesson delivery and any children identified as falling behind should be targeted through daily 1:1 tutoring sessions.

The Reading Leaders assess pupils regularly each half-term to identify gaps in learning, ensure pupils are keeping up and that they are suitably challenged.

We measure the impact of our curriculum through the following methods:

- RWI online assessments
- Previous phonics screening tests
- Phonics screening results at the end of Year 1
- Analysis of independent writing (in phonics sessions and at other times)
- End of Key Stage assessments
- Spelling, Punctuation and Grammar tests

Phonics/Reading data throughout the school will be monitored by the subject lead and SLT and used to inform future areas for development to drive progress in the subject.

7. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to the policy will be communicated with staff.

Agreed by Governors – Spring 2025

To be reviewed by Governors – Spring 2026