



ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM

PHONICS POLICY

God gave them learning and skill in all literature and wisdom.

Daniel 1:17

Mission Statement

Our school is proud to be part of the Roman Catholic Church in the parish of St Joseph's. Our mission is to serve God, uphold the worth and dignity of every person and enable them to develop their talents. Everything we do is rooted in the values of the Gospel, as we seek to deepen faith, strengthen hope and grow in love in a respectful, safe and happy environment.

Our Phonics Vision (Intent)

At St Joseph's, children quickly learn to read using the Read, Write, Inc. phonics programme. We believe that Read, Write, Inc. (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through Read, Write, Inc. phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority.

Our Phonics Practice (Implementation)

At St Joseph's we believe that phonics is effective when:

1. Pupils are taught phonics daily in EYFS and Year 1. Year 2 complete the phonics programme two/three days a week up until December. This is then reviewed. Some Y2 children will continue with the phonics programme and those who have completed the programme will begin Guided Reading/ Comprehension/ Reading Gladiator sessions. The daily synthetic phonics sessions follow the Read Write Inc. scheme.
2. Pupils also develop the essential knowledge and skills in phonics through continuous provision.
3. Teachers provide enhancement opportunities to engage learners and link to our topics.

4. Pupils are encouraged to be independent in the continuous provision.
5. Pupils are encouraged to transfer the skills they learn in phonics sessions into independent reading and writing in the continuous provision.
6. Pupils are taught to decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills, read 'tricky' (red words) on sight, understand what they read, read aloud with fluency and expression, write strongly with a focus on vocabulary and grammar, spell quickly and easily by segmenting the sounds in words and acquire good handwriting.
7. Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge
8. Pupils read books that are closely matched to their increasing knowledge of phonics and the 'red words'.
9. Teachers read to children daily.
10. The pupils that do not meet the threshold of the phonics screening will have the opportunity to access a daily phonics intervention.

Our Phonics Outcomes (Impact)

The Phonics leader will support the teaching and learning of Phonics by; providing strategic leadership and direction, monitoring progress and standards across the school, reviewing and revising the Phonics policy, monitoring and supporting teachers in the teaching of Phonics, keeping staff up to date on new developments in Phonics, monitoring the effectiveness of the planning and development of Phonics, auditing, monitoring the effective and appropriate use of resources and obtaining new resources. Teachers will assess children's work in Phonics through formative judgements by; asking questions, observing learners during lessons, listening to pupils' reading. Attainment in phonics is also measured by the phonics screening test at the end of Year 1 and ongoing assessment throughout the Read, Write, Inc. programme.

Review

This Policy will be reviewed in line with the School's Cycle of Policy Review.

September 2024



Phonics Glossary

Phonics – the system of sounds we use to teach children to read

Phoneme – a sound

Grapheme – the letters that are used to record a sound

Digraph – 2 letters that are used to record a sound

Trigraph – 3 letters that are used to record a sound

Split digraph – a sound where the two letters are split up so the e sits on the end of the word

Fred - Fred is a frog puppet we use in sessions. He can only speak in sounds.

Fred talk/segmenting – when we split a word up into its sounds (oral segmenting)

Blending – push the sounds together

Fred fingers – when we press the sounds in a word onto our fingers to help us spell words

Green words – words which are decodable or follow the rules we teach children about which letters make sounds

White words – green words which we know really well and no longer need to Fred talk

Red words/tricky words – exceptions which don't follow the rules we have taught children about letters making particular sounds (you can't Fred a red), sometimes called 'high frequency words'

Fred in your head - still sounding out a word but doing so in your head rather than out loud, helps build fluency

Letter names – the alphabet which we use to refer to letters which make sounds

Special friends – 2 or 3 letters which make one sound (digraph or trigraph)

Split digraph – a sound where the two letters are split up so the e sits on the end of the word

Sound buttons – the markings we put underneath words to indicate sounds (a dot for a single sound and a line underneath letters which make a sound with 2 or more letters)

Syllables – a set of sounds which make a part of a word, you can hear them when you split a word up into ‘claps’

Multisyllabic/Polysyllabic – a word which contains many syllables

Ascenders – Letters that reach up tall

Descenders – Letters where the tail dangles below the line

Letters without ascenders/descenders – letters that sit on the line