

**Reaching our Potential Together in Christ**

Phonics Policy

## September 2024

Policy revised September 2024

**ST MARY MAGDALEN’S CHURCH OF ENGLAND PRIMARY SCHOOL’S**

**VISION STATEMENT**

**‘To live and live splendidly’** **John 10:10**

**By reaching our potential together in Christ.**

We believe that through the teaching of God’s word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **‘live and live splendidly’** ***John 10:10*** **‘By reaching our potential together in Christ.’** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23.*** *It is our vision to i*nspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith’s diversities and spirituality. ***John 13:34.***

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**Philosophy**

We believe that every child should have the chance to read and write and are able to achieve this. We do this by giving our children daily phonics lessons following the DFE accredited Phonics scheme of ‘Read Write Inc’. By following this scheme we provide all children with the opportunity to learn within a proven model with quality teaching. We want the children to be engaged and motivated within lessons and to gain a passion for reading, so that they may have the tools to fully reach their potential in their life endeavours.

**Aims**

* Deliver high-quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enable them to concentrate on the meaning of the text.
* To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
* To differentiate phonics and spelling work according to the needs of children, so that all children are given sufficient challenge at a level at which they can experience success.
* To give children word work strategies that will enable them to become fluent readers and confident writers.
* To give teachers and teaching assistants the means to deliver high quality teaching throughout phonics.
* To establish confidence within our children to read and write effectively through school and their lives.

**Principles of high-quality phonic work at St. Mary Magdalen’s C of E Primary School**

The Rose Report (2006) makes it clear that ‘high-quality phonic work’ should be taught systematically and discretely as the prime approach used in the teaching of early reading. The progression of the Read Write Inc Phonics programme used in school provides the structure for all phonics teaching.

**Phonics Structure**

Phonics is taught in accordance with ‘Read Write Inc’ across the Foundation Stage, Key Stage One and Key Stage 2 when required and also has programmes to support SEND, EAL and Pre non-verbal pupils. Our aim is to develop the children’s phonological awareness, ability to segment and blend words and read tricky words by sight – to become fluent readers, ‘speedy’ readers.

During the two weeks of the new school year, EYFS and KS1 will have a phonics boost. Teachers will teach intensive phonics / handwriting and also baseline (New entry) during these first two weeks. Children will then be allocated into their own specific challenge groups, so that they are all working towards their level with the correct amount of challenge as to progress effectively within the programme. Constant assessment of the areas of phoneme awareness, oral blending, blending and segmenting will be conducted as to have an in depth summary of what the children need to be taught and how.

**Beginner readers should be taught:**

• Grapheme–phoneme correspondences in a clearly defined, incremental sequence.

• To apply the highly important skills of blending (synthesising) phonemes in the order in which they occur, all through a word to read it.

• To apply the skills of segmenting words into their constituent phonemes to spell.

• That blending and segmenting are reversible processes.

**High-quality phonic work will be most effective when:**

• It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.

• It is multisensory providing, encompassing activities to enliven core learning.

• It is time-limited, to promote confident readers by the end of Key Stage 1.

• It is systematic, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children’s progress.

• It is taught discretely and daily at a brisk pace following the ‘Read Write Inc’ structure.

• There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as independent, shared, and guided reading and writing.

**Programme of Teaching Expectations**:

The following year groups (Reception - Year 2) must teach Read Write Inc Phonics daily. This is to ensure children are reaching their full potential and appropriate support is given to meet their needs.

**Reception –** We aim for all children to have completed set 1 and started on set 2 sounds by the end of Reception and be reading up to green and purple story books.

**Year One –** We aim for all children to have completed set 3 sounds by the end of Year One and be reading blue story books.

**Year Two –** We aim for all children to be working securely within all sets including set 3 advanced by the end of Year Two. For those children who are working beyond set 3, we introduce comprehension and spelling programmes.

**Key Stage Two (Year 3 – Year 6) –** Further interventions for children who have not completed the Bug Club Phonics programme will be carried out daily using ‘Read Write Inc Fresh Start’ that will allow children to continue progressing within their challenge groups.

**Phonics Planning and Resources**

Phonics planning for phases two to six are planned by teachers in order to deliver clear structured sessions and are planned following Read Write Inc Phonics structure. All Early Years and Key Stage One classes engage in a structured group phonics session in the mornings lasting between 10 – 45 mins depending on their age.

In the afternoons, the children are provided with extra, targeted catch up – in small nurture groups for those needing additional support through Read Write Inc Phonics tutoring. The class teacher plans phonics for all children in their class and for any teaching assistants who deliver phonics to groups within their class. These plans include relevant resources for the week’s phonics lessons. Phonics pack(s) resources will be made by the class teacher at the beginning of each academic year, this will include a phonics exercise book to record evidence of children applying their phonics knowledge and relevant resources needed for lessons as dictated by Read Write Inc.

**Differentiation**

All staff aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. Staff recognise that our phonics planning must allow children to gain a progressively deeper understanding of the phonetic structure of the English language as they the move through the school. This is to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriate structured work for children with SEND, often through intervention groups or those exceeding age related expectations through enrichment. Our school has a variety of strategies to enable all children to have increased access to the curriculum through a broad-based, multi-sensory, visual, auditory, and kinaesthetically planned phonics sessions.

**Assessment:**

Opportunities for assessment will be identified in planning. This can be evidenced in the children’s phonics books. At the end of each half term of the Read Write Inc programme, children will be assessed on their progress using the phonics progression tracker and put into groups accordingly.

Read Write Inc assessments are also carried out regularly throughout each half term to ensure the children are being taught appropriate to their ability and to ensure interventions are meeting the children’s needs. Children will be assessed on phonemes (sounds), oral blending, blending and fluid reading. This information will then be put into a key that correctly groups the pupils into their challenge groups.

Each half term the data will be analysed by the phonics subject leader and SLT. Results will be shared with each class teacher for children who may need additional support or interventions. At the end of the academic year, the class teacher passes on the end of year phonics data to the next class teacher stating where the children are within the Read Write Inc programme. This data will provide teachers with possible next steps for children to build on their personal phonics development.

**National Phonics Screening Test**

All children in Year One will be screened using the National Assessment materials in Summer Term. If children in Year One do not pass the screening test, they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

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