

Our Lady's RC Primary School



Phonics Policy

Date Adopted/Reviewed	Autumn 2023
Last Review:	Autumn 2022
Person Responsible:	English Lead – G Cunningham
Version	1.2
Document Reference:	2.2

Signed: *G Cunningham* (Person Responsible)

Date: 7.9.2023

Signed: *L Horridge*

Date: 7.9.2023

Signed: *G. M. Cunningham* (Chair/Governor)

Date: 7.9.2023

Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

*Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts** and **Christ – the Cross***

The Core Values that provide the foundation for that Mission are:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11 **Respect**

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18

Nurturing

Nurture

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Our Lady's R.C. Primary School

Phonics Policy

At Our Lady's RC Primary School, we believe that the teaching of Phonics plays a key role in helping children learn to read, write and spell. We follow the Sounds~Write Phonics Scheme which is a high-quality program endorsed by the DfE. Our aim is for the vast majority of children to be confident readers by the end of KS1. High quality Phonics teaching enables children to decode new words confidently and independently and leads to improved understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension skills. Sounds~Write phonics also teaches children how to spell words and this helps them to become confident writers.

The main objective of the teaching and learning of Phonics is to enable all children to access reading and writing at an age-appropriate level. This is best achieved when there is:

- A consistent whole school approach to the teaching of Phonics throughout Foundation Stage, KS1 and KS2.
- Rigorous planning, assessment, and tracking.
- Sufficient training provided to enable the implementation of Sounds~Write based teaching of Phonics by all staff involved in the teaching of Phonics.

At Our Lady's, we use the Sounds~Write Phonics Programme. Sounds~Write is a quality first Phonics Programme that offers the classroom teacher an instructional method that works because it is a structured, multi-sensory, incremental and co-ordinated approach to teaching children to read and spell. The principal attainment targets are:

- The majority of children to have completed the Initial code by the end of Foundation Stage.
- Higher achieving children (in Foundation stage and KS1) to be identified and moved through the planning progression at a more rapid pace.
- The majority of Year 1 children to pass the Year 1 Phonics Screening test.
- The majority of children to have completed the Extended code by the end of KS1.
- All children who did not meet these targets in KS1 to continue to follow the Sounds~Write programme in KS2.

Children failing to meet the principal attainment targets will receive targeted intervention which will be tracked and monitored.

Phonics planning

The teaching of Phonics in Foundation Stage, KS1 and KS2 (for those who did not meet the attainment targets by the end of KS1) will be planned in accordance with our Phonics Policy and will include:

- Daily instruction in dedicated phonic lessons.
- Lessons planned by the class teacher using the Sounds-Write programme.
- Intervention groups which target the needs and ability of the children and make effective use of support staff.
- Appropriately-paced lessons that provide children with suitable tasks to demonstrate their learning using the Sounds~Write support materials.
- Planning should include high frequency words that children will be introduced to alongside phonics teaching.
- Planning should include nonsense words to determine how well children can blend and segment phonetically.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to the letter sound correspondences that will be presented to them in the Year 1 phonics screening assessment, where children must use their phonic knowledge to correctly read 40 words. If the children do not achieve the allotted pass rate, they will receive targeted intervention before re-taking the test in Yr2.

Children will be matched to an appropriate book level that matches their phonic knowledge. For children learning the Initial code, Dandelion readers will be used alongside other appropriate phonic based reading schemes. For children learning the Extended code, other phonics-based reading schemes will be used to help children practise and consolidate their phonics skills.

Teaching and learning

The approach to the teaching of phonics across the school will consistent; and show progression of skills and knowledge.

- When teaching a new sound, ensure children are seeing how the sounds are represented in written form through adult modelling and through opportunities to practice writing in the air and on whiteboards. In addition, phonics based written work should to be recorded in books on a regular basis.
- Ensure every lesson gives children opportunities to see, say, blend and segment sounds to make words and also to practise writing words.
- Use fingers to segment sounds and make sure you show the blend.
- Children to be taught in differentiated phonics groups.

Assessment, Recording and Reporting

On-going formative assessment will be used by the class teacher and teaching assistants to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words.

Progress will be monitored using a phonics screening check. All children will be assessed at least once per half-term and this data will be analysed and used to determine which children need to join a Phonics intervention group. Children must be taught in differentiated groups and moved between these groups according to their progress. Children in Year 1 (and those in Year 2 who didn't pass the Year Phonics Screen) will take practise Phonics Screen tests once a term to monitor their progress. Assessment results will be shared with the Key Stage leads and SLT.

Management

The English Lead will monitor and evaluate the planning and teaching of Phonics within the school thorough observations, scrutiny of work, displays and on-going discussions with class teachers. All teachers and TA's who administer Sounds ~Write will receive Sounds~Write training to ensure that lesson delivery is a high quality and consistent with the School Phonics Policy.