



*St Anne's Catholic Primary  
School*

*Phonics Policy*

*July 2020*



## Mission Statement

At St. Anne's, together in faith, we passionately commit to:

*Build a loving, vibrant community with Christ at the heart;*

*Celebrate the uniqueness of all and enable them to reach their potential:*

*Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;*

*Raising self-esteem, with commitment, organisation and resilience, we achieve excellence as together we...*

*"Learn to love, Love to learn in readiness for life."*

## St. Anne's Policy on the teaching of phonics, reading and writing

At St. Anne's we aim to empower all pupils, regardless of background or ability, to become fluent, confident readers and writers. These skills are key if pupils are to fully access and engage with all areas of the curriculum. Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

### Our approach to phonics teaching

Our pupils are taught phonics using the Read Write Inc. phonics programme. The programme is for:

- Pupils in Nursery who begin to orally segment and blend using Fred Talk Games
- Pupils in Reception to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

In Read Write Inc. Phonics pupils:



- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils 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 pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings - common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words (See Reading Policy). This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to



compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2014) (Updated June 2020).

### Assessment and Monitoring

A constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's phonic development.

- Assessment of phonics is on-going, carried out by teachers both formally and informally during RWI sessions, guided reading and English lessons. The results of such assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- Pupils on the RWI programme are assessed using the RWI staged assessments each half term. Assessments are then recorded on the RWI School Portal. These are monitored half termly by the Phonics Lead, English Subject Lead and SLT. Pupils are grouped for learning accordingly. Pupils will receive strategic 1:1 support if need is identified.
- Teachers use Target Tracker to record and measure children's progress and attainment in Reading (including aspects of phonics where appropriate). The school Phonics Lead, English Lead and Senior Leadership Team monitor progress and attainment throughout



the school by sampling and moderating children's reading assessments, observing RWI sessions, listening to individual readers, consulting through pupil voice and analysing data as per the school Monitoring Cycle.

- Written reports to parents are made twice a year (interim and full) sharing each child's attainment and progress in reading with parents/ carers. Pupils' progress in reading (including phonics where appropriate) is also discussed with parents twice a year at Parents' Evening. Parents have regular opportunities to view their child's written work.

### Equal opportunities in phonics

Phonics is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain phonic knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- For those children learning English as an additional language (EAL), support is put in place in school and we are supported by the Local Authority.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach phonics in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value phonics as a vehicle for the development of language skills and vocabulary.
- We recognise the particular importance of first-hand experience for motivating all children, including those with barriers to learning.

### Review

This Phonics Policy will be reviewed by the Phonics Lead, English Lead and the Senior Leadership Team in Sept 2021.