

Phonics Policy



St Joseph's Catholic Primary School

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Approved:	Dr N Fernandes Viana
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Aims:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics follow the sequence of learning outlined in the Jolly Phonics handbook
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.

These are the non-negotiables for teaching phonics at St Joseph's:

- Daily 20 minute phonic sessions in EYFS, KS1 and intervention in KS2 as necessary.
- To follow the order of teaching as laid out in the Jolly Phonics Handbook
- To ensure every lesson is taught using the structure of: introduce, revisit, teach, practice and apply.
- To use the mnemonics multisensory approach used in Jolly Phonics.
- To ensure that the teaching of the letter formation is embedded in the daily phonics sessions.
- To not be over reliant on work sheets
- To ensure that phonics is regularly assessed and monitored.

Phonics in EYFS and KS1

- Daily discrete phonics sessions start in Nursery and continue until the end of Year 2 when the great majority of children should be confident readers. The teaching of phase 6 grammar will be embedded in the units of learning during the English sessions.
- Children are introduced to the key phonics terminology including: phoneme, grapheme, digraph, trigraph and split digraph.
- Sounds taught are 'pure' i.e. b not 'bu' as this is central to phonics teaching and ability to recognise sounds in words. During teaching pupils are seated where they can clearly see the adult's mouth in order to learn the correct pronunciation of sounds.
- Sound buttons are used in phonics teaching.
- Phonics is taught in short, briskly paced sessions and then applied to reading and writing in meaningful contexts
- All activities are well matched to the children's abilities and interests, and all classroom environments have age appropriate resources, concentrating on both sounds and key words.
- All phonics sessions are differentiated to match the various abilities within the class, including challenges for the more able pupils.
- Teaching assistants are used within the daily phonics sessions to support pupil's learning.
- Children in need of intervention will be identified and phonics interventions will be provided for them outside the daily timetabled phonics session.

Assessment

- In Year 1, children will take a phonics screening check. This assessment will confirm whether individual pupils have learned phonic decoding to an appropriate standard. If a child does not reach the appropriate standard, then an additional support will be put in place in order for the child to make accelerated progress with their reading and writing.
- If a pupil does not pass the phonics screening in their current year, they will be re-screened year on year until they reach the appropriate standard in phonics.
- Data on the pupil's progress will be collected in Reception classes every half term and termly in year 1 and subsequent years.
- From year 1 a past phonics screening test will be used to track progress.

Phonics in KS2

- The children in KS2 have phonics sessions as an intervention and the impact of this will be tracked by the class teacher.
- Phonics intervention will continue for those pupils that did not pass the phonics screening test in year 1 or subsequent years.
- Additional pupils will be identified as needing phonics intervention through

assessment of their reading, writing and spelling.

- Phonics sessions in KS2 will follow the non-negotiables of teaching phonics at St Joseph's School.

Appendix

What is phonics?

- This is the knowledge of how alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- It includes the skills of blending for reading and segmentation for spelling. Blending is the skill of building words by merging phonemes together – this is used when reading words. Segmentation is breaking down a word into its component phonemes – this is used when spelling words
- A phoneme is the smallest unit of sound in a word. It is generally accepted that there are 44 different phonemes in the English language. In phonics the children are taught each of these phonemes and the alternative graphemes (different ways of writing) these phonemes.
- A grapheme is the written symbol of a phoneme
- Some phonemes are written with two letters – these are called digraphs. Some phonemes are written with three or more letters – these are called trigraphs.
- Split digraphs are two letters that make one sound, but the letters are not adjacent in a word (they are split by another letter) e.g. cake, these, tile, nose or tune.
- Tricky words are words which children are unable to read using their phonic knowledge.
- High frequency words are a set of words that the child should be able to read at the end of the current year that they are working in.

Useful Resources

Jolly Phonics Parent Support <https://www.jollylearning.co.uk/school-closure-support-for-parents/>

Jolly Phonics phase 2 songs and actions
<https://www.youtube.com/watch?v=jvAYUvQUrGo>

Jolly Phonics phase 3 songs and actions
<https://www.youtube.com/watch?v=ZXgfO1jSljQ>

Games

Phonics Play
<https://www.phonicsplay.co.uk/>

Teach your monster to read <https://www.teachyourmonstertoread.com/>