

**ST MARY MAGDALENE CATHOLIC
PRIMARY SCHOOL**

PHONICS POLICY



'Growing Together in Faith & Love'

September 2024

Aims

Children will learn:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- synthesise (blend) phonemes (sounds) in order through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes

Teaching Phonics

At St Mary Magdalene we follow the Read, Write, Inc progression to ensure synthetic phonics teaching.

Phonics is taught daily in Reception and Year 1. Nursery introduce phonics sessions in the Summer term.

A phonics lesson follows the sequence:

- **Revisit/ review** previous sounds and/ or tricky/ high frequency words previously taught
- **Teach** new sound or concept where applicable
- **Practice** the new learning to reading or writing words/ sentences
- **Apply** the new learning to read and/or write (dictation of words and sentences)
- Practice basic sight words – ‘tricky’ words and high frequency words

Multi-sensory activities are used when children are first learning sounds encompassing visual, auditory and kinaesthetic activities involving, for example, physical movement to copy letters shapes and sound, and manipulating magnetic or other solid letters to build words.

Mnemonics flash cards are used to support children when learning new sounds. E.g S is for sun.

All teachers have been trained to teach phonics properly and follow a carefully planned structured approach. Lessons are fast paced, varied and engaging. The idea is that all children are actively involved in phonics lessons.

Knowledge is constantly reviewed and reinforced in each phonic lesson and builds upon previous learning. Pupils are given opportunities to apply what they have learnt in guided reading or when they read aloud to an adult.

Children are continually assessed and those who are falling behind are identified early and catch up is put in place.

Children in Reception are expected to acquire knowledge of Set 1 and Set 2 and even start Set 3.

Phonics Check – Year 1

Children in Year 1 will re-cap previous Sets 1 and 2 learning to ensure secure knowledge and move onto Sets 3 and 4.

Children in Year 1 are assessed against the statutory phonics check. This tests children's true ability to apply their phonic knowledge, reading words which are real and nonsense.

Phonics in other year groups

Children in Year 2 access phonics through other methods of teaching, such as grammar, spelling and guided reading. This consolidates set 3 sounds teaching. Children who did not pass the Phonic Check in Year 1 are re-entered for the test in Year 2. These children will access discreet phonic interventions in addition to mainstream teaching to support them in making progress and teaching any potential gaps in learning.

Children moving into Year 3 should have acquired a secure phonic knowledge. For those children who have not, the teachers will continue to build upon previous teaching and learning from Year 2 to continue to support those children to close the gap. For these children, phonics catch-up is organised in small group work or 1-1 for the children who are still not secure with all their sounds. This is continually assessed to inform future planning for possible support or interventions until pupils are secure with their phonic knowledge.

From Year 2 onwards, children access the Read, Write, Inc Get Spelling! Programme which embeds phonics teaching and aids spelling precision.

Monitoring and Evaluation

The Phonics Lead will oversee teacher's assessments of all pupils and ensure that children receive intervention, catch up/accelerated learning where appropriate and needed.

Monitoring is carried out using assessment evidence to generate data which provides a picture of what the needs for intervention and support or acceleration are, and the impact of teaching and learning. Any children causing concern will be discussed with the Inclusion Manager and suitable action plans will be put in place.

Parental Involvement

A special Phonics meeting for new parents is held each September. Parents will be made aware of the school phonics policy. Written information is given to new parents and can be found in the phonics file on the server. Copies are uploaded onto the school website in the phonics area. Parents meetings will include information on the importance of children developing their phonological awareness, including sharing books, playing games and singing nursery rhymes together. As children begin a formal phonics programme in F2, parents are invited to a Phonics Stay and Learn to show them how their children will learn to read and how they are able to support them at home. Home learning activities related to phonics and reading/writing will also be explained and exemplified.

Homework to support phonics is given to children at relevant points in their progression of skills. This is also available for parents on the school website.

Parents are invited to phonic sessions or workshops in school each term to see teaching and learning strategies in practice. Written information and suggestions of activities appear on class newsletters and in parent's leaflets when appropriate. Changes in the usual routines for children in phonics will be communicated to parents, and progress in reading and spelling

development will be discussed at the usual parents evenings, or by appointment where necessary with individual parents and also through home school reading diaries.

Parents of children due to sit or re-sit the Phonics Screening Check will have information about this, usually as an organised meeting or workshop, and final results of the screening check are reported formally to parents with the child's end of year report.