



St William of York Catholic Primary School
PHONICS POLICY 2024-2025



**Together, as God's family we are learning through love, forgiveness,
respect and courage to use our unique gifts, challenging and transforming our world.**

INTENT

At St William of York School, we are committed to ensuring that every child learns to read. We know that phonics skills are crucial to the development of early reading and we are intent in supporting the children to become confident and effective readers. We have high standards for our readers and expect them to make rapid and sustained progress in their phonics. We do this by setting challenging goals, putting support in place and employing skilled teachers to support the children on their phonics journey:

- To enable our pupils to sound and blend unfamiliar words quickly and accurately, using previously learnt phonic knowledge and skills.
- To enable our pupils to understand that the letter(s) on the page represent the sounds in spoken words.
- To enable our pupils to blend sounds into words for reading.
- To ensure our pupils continue to learn new grapheme-phoneme correspondences and revise those previously learnt.
- To ensure our pupils have a reading book, consistent with their developing phonic knowledge and skill, to further practice their phonics.
- To encourage pupils to read words without overt sounding and blending after a few encounters, providing extra opportunities for practice, for those who are slow to develop this skill.
- To share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

IMPLEMENTATION

Once children are fully secure in Phase 1 Letters and Sounds, they are taught phonics using the Read, Write, Inc scheme 'word time' lesson plans.

Our school teaches phonics through a combination of approaches:

EARLY YEARS FOUNDATION STAGE

Children are taught to:

- Identify the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'Tricky words'.

An additional RWI 'speed sounds' lesson takes place each day to teach a new phoneme (sound) and corresponding grapheme (letter). All children are taught phonics at the same time, but are divided into groups for better quality learning.

KEY STAGE 1

Continual formative assessment helps to target gaps in phonic knowledge. These gaps are addressed through intervention programmes and supported individual work. At the end of Year 1, the children are assessed against the Phonics Screening Check. The children who do not pass the screening test are given extra phonics support in Year 2. Those who do pass the Phonics Screening Check progress to whole class and guided reading.

Alongside phonics lessons, children also have whole class or guided reading and writing lessons on a daily basis. All sessions have an objective, which is taken from the National Curriculum.

This might include, but is not limited to books or texts displayed on the Interactive White Board, non-fiction extracts, newspaper articles, recipes, lists and pictures. During this time, specific reading skills or features of differing genres are taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

ASSESSMENT

- EYFS children are assessed against the Early Learning Goals.
- Year 1 children are assessed against the Governments standardised Phonics Assessment.
- Year 2 children who did not pass the Governments standardised Phonics Assessment in Year 1, are assessed in Year 2.

PROGRESSION

Our school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum 2014. These provide guidance for teachers in understanding how to teach reading and how children progress through their years at the three stages of the primary curriculum (EYFS, KS1, KS2). Teachers assess pupils against these frameworks to determine starting points for each ability group in their class. Teachers and pupils regularly assess progress against ELGs and nationally-set age related expectations. Intervention programmes for children who are not making the expected progress consist of a range of intervention programmes used to ensure pupil 'catch-up ' to their peers.

VULNERABLE GROUPS AND EQUAL OPPORTUNITIES

The class teacher and the HT/ SENCO monitor those children, who, as a result of normal classroom activities, are identified as needing extra support. Specific interventions are put in place to support those children as part of an agreed Individual Education Plan. Other intensive programmes are used when the need arises.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

WORKING IN PARTNERSHIP WITH PARENTS

We encourage a reading partnership, where parents share books at home with their children and provide valuable help and support for this area of the curriculum. Parents are encouraged to make comments in reading records, regarding pupil's progress. Teachers welcome these views and discuss them with parents and pupils. Comments in the children's reading record should be informative, positive and identify next steps.

Information Evenings are held to advise parents on the reading strategies used in school and how best they may help their child especially as the children start their Reception Year.

Phonics booklets from the RWI scheme are sent home at the appropriate level so parents can practise and reinforce the sounds at home.

MONITORING AND EVALUATION OF IMPACT

- Our English Subject Leader and the Headteacher analyse progress in phonics, assessments against the Early Learning Goals and phonics assessment and, as a result plan for school improvement.

Class teachers and our Learning Support Team in collaboration with our SENCO monitor and evaluate:

- Progress in intervention programmes every half term with the personnel involved.
- Targeted support provided to specific groups for effectiveness.

It is our English Subject Leader's role and responsibility to monitor and evaluate:

- Planning.
- Pupil reading records.
- Pupil views on reading.
- The success of phonics and reading strategies.
- The outcomes of lesson observations.

This policy should be read in conjunction with all of our English policies procedures and practice.