

SS Peter and Paul's Catholic Primary School

Phonics Policy

At SSPP phonics and reading are an intrinsic part of our literacy teaching. The importance of children's knowledge in this area has a great impact on the rest of their learning in the curriculum. It is ever evident that we read to learn.

It is important for us to ensure children become successful, fluent readers by the end of Key Stage 1 and we believe this is achievable through a combination of high-quality phonics teaching, combined with a whole language approach that promotes a reading for pleasure culture.

Our Intentions

- To teach children to recognize the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure that all children know the 44 phonemes within the English language.
- To provide children with strategies to identify tricky words.
- To enable children to use phonic awareness across the curriculum
- To ensure the teaching of phonics is lively, interactive and investigative

Implementation

We use a mixture of Jolly Phonics and Letters and Sounds to teach phonics. Phonics sessions take place daily across the Early Years Foundation Stage and Key Stage One. The sessions last around 15 minutes per day and are filled with a large range of fun based activities where the children can enjoy their learning. We teach using a mixture of the Letters and Sounds Framework and the new English curriculum. We also use a range of resources to implement the Letters and Sounds Framework.

We teach by phase and not by age, trying our best to ensure the children receive phonics teaching suited to their current level of ability. Therefore the phases we teach may not be the same each year as it depends on the current cohort level of ability.

Children's phonic knowledge is assessed regularly to ensure the level the children are working at is appropriate. We do this through spellings (key stage 1), phonic assessment based on the phases covered in the letters and sounds document and teacher knowledge of how the children are coping in daily sessions.

At the end of Year One children are tested using the National Phonics Test, if children fail to pass at a required level they are re-tested at the end of Year Two.

Children are encouraged to learn spelling patterns and phonic sounds at home. Children in Reception receive high frequency words each week to practice sight reading at home this changes into weekly spellings as they move into Key Stage 1.

Application across the curriculum

Children will be given regular opportunities to practise and 'bump into' phonics in other areas of the curriculum and classroom environment. Children will have opportunities to use and apply their phonic knowledge in guided reading and writing sessions and in reading and writing activities across the curriculum.

Phonics in KS2

Where necessary, children in KS2 have phonics sessions as an intervention delivered by teaching assistants and monitored by the class teacher. Pupils will be identified as needing phonics intervention through assessment of their reading, writing and spelling. Phonics sessions in KS2 will follow all the principles and practices as set out above and in the Letters and Sounds document.