



# St Anne's C of E (A) Primary Phonics Policy

*'Let all that you do be done in Love' 1 Corinthians 16:14*

St Anne's strives to *'develop the whole child, spiritually, mentally and physically by helping pupils to:*

**Love God**

**Love learning and**

**Love themselves and others**

**in a caring, Christian environment through close links to the Church and community.**

Approved by	Approval date	Review date
SDC		October 2021

**St Anne's Phonics Policy**  
(Supporting reading through to writing)

**MISSION STATEMENT**

The mission of this school is:

- To help all children at the school develop as individuals through teaching and by providing positive role models.
- To provide a high quality education through a broad and balanced curriculum in a stimulating and secure working environment.
- To promote a Christian ethos, an awareness of responsibility to self and others and a sense of self-worth.
- To strive for high standards in all aspects of school life.
- To develop the whole child; mentally, physically and spiritually in a caring, Christian environment with close links to the Church and community.

**Aims of Phonics Teaching**

*(outlined in Key findings from the final report of the Rose review into the teaching of reading, March 2006)*

- High-quality, systematic phonic work as defined by the review should be taught discretely. The knowledge, skills and understanding that constitute high-quality phonic work should be taught as the prime approach in learning to decode (to read) and encode (to write/spell) print.
- Phonics work should be set within a broad and rich language curriculum that takes full account of developing the four interdependent strands of language: speaking, listening, reading and writing and enlarging children's stock of words.
- The Primary National Strategy should continue to exemplify 'quality first teaching', showing how robust assessment of children's learning secures progression in phonic work and how literacy is developed across the curriculum from the Foundation Stage onwards.

## **Principles of high-quality phonic work at St Anne's School**

The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

Beginner readers should be taught:

- Grapheme–phoneme correspondences in a clearly defined, incremental sequence.
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it.
- To apply the skills of segmenting words into their constituent phonemes to spell.
- That blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- It is multi-sensory, encompassing simultaneous visual, auditory and kinesthetic activities to enliven core learning.
- It is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1.
- It is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress.
- It is taught discretely and daily at a brisk pace.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

## **Letters and Sounds**

*(outlined in 'Letters and Sounds: Principles and Practice of High Quality Phonics') Primary National Strategy 2007)*

Letters and Sounds is designed to help practitioners and teachers to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading. Letters and Sounds is designed as a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage One and as an intervention in Key Stage Two. Although, the teaching and learning of spelling, which children generally find harder than reading, will continue in Key Stage Two.

St Anne's has implemented the programme whereby the six structured phases are followed in discreet, daily sessions that are fast paced and progressive. However, we apply flexibility in our organisation to ensure that no children are held back or unduly pressured to move on before they are equipped to do so.

St Anne's are committed to equipping parents with the necessary knowledge required to

effectively support their child. Therefore, a phonics workshop is run for Foundation Two and Key Stage One parents. Handouts are given to Foundation Two parents who do not attend the workshop. (See appendices 1)

## **Organisation of Phonics**

Phonics at St Anne's is taught as a discrete lesson each day throughout the Foundation Stage Two and Year One. Year Two teach a discrete phonics lesson three times a week as recommended in the Letters and Sounds guidance. In Key Stage Two it is used as an intervention for those who have not successfully completed phase six by the end of Year Two.

## **Foundation Two**

The children in Foundation Two have daily phonics teaching input by teachers and practitioners. In the Autumn Term this is done through phonic activities in the environment for children to access through independent learning and teacher or practitioner led activities. This is to allow for initial assessments and for the children to settle into daily routines. From the Spring Term they are taught through the structure outlined in Letters and Sounds; a discrete daily input which lasts for 15 to 20 minutes. Alongside this there continues to be constant and enhanced activities with specific phonic learning objectives within the environment for the children to access during independent learning. These activities are planned to consolidate the teaching and learning that has occurred during the daily phonics input.

## **Key Stage One**

The children in Key Stage One are largely taught in class groups to enable effective application of the phonics teaching and learning in other areas of the curriculum. Full advantage is taken of support staff so that the phonics input is taught in smaller groups thus enabling greater opportunities for teaching to be delivered at a fast pace with all children fully participating and maintaining motivation and interest. The sessions are daily and last for twenty five minutes.

## **Key Stage Two**

In Key Stage Two spelling is taught primarily through spelling tests and investigating the common rules in the spellings set to learn. There is differentiation between ability groups by a combination of; the spellings set or the number of spellings they are required to learn. The spellings taught in Key Stage 2 by enlarge follow the structure suggested by the Support for Spelling document. There are exceptions made which follow thorough teacher assessment.

## **Classroom Environment**

In Foundation Two and Key Stage One teachers have developed the classroom environment to have an age appropriate display concentrating on both sounds and key words. There is also a central display so that parents and other staff members know which phonemes/graphemes are being taught each week.

## **Assessment and Monitoring**

Foundation Two and Key Stage One use the Phonics Tracker (see appendices 2) to record and track the assessment of each child. They are updated termly. Assessments are used from <http://www.phonicsplay.co.uk/> which is also used to plan and teach from. Other supporting materials are used in order to teach, track and assess the children's specific skills to ensure varied and multi-sensory teaching is delivered and to determine the children's level. All of these objectives and activities are fully supporting the Letters and Sounds document. The co-ordinator will monitor teaching, planning and learning as part of the school's monitoring process.

## **Links with the National Curriculum**

Within the core literacy sessions, teachers plan and deliver the objectives outlined in the Literacy Framework during daily literacy and guided reading sessions. Predominantly strand five and six link closely with the Letters and Sounds document and enable the children to learn new skills and 'apply' skills taught through phonics sessions.

## **APPENDICES**

1. St Anne's Phonic Workshop
2. Phonic Tracker