

# **St Paul's C of E Primary School**

## **Phonics Policy**

### **1. Our Vision**

At St Paul's we want every child to be successful, fluent readers and writers by the end of Key Stage One and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell.

### **2. Teaching Approach**

At St Paul's we follow the six phases of Letters and Sounds: Principles and Practice of High Quality Phonics across the EYFS and Key Stage One phases. This guidance is supported with the use of selected resources from Jolly Phonics and Phonics Play (*resources used are currently under review*).

Planning for phonics is separate from the English planning and is recorded on the school's phonics planning format. It should be based on the needs of the children and show clear differentiation. Phonics is taught through discrete phonic sessions, regular reading and writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day.

Teachers use assessment for learning and the Letters and Sounds end of phase assessments to track and review children's progress. Assessments also inform teachers of targeted intervention sessions that may be needed for those children who struggle with the learning of phonics.

### **3. Progression**

Children will progress through the six phases of Letters and Sounds, beginning with Phase one in Nursery. By the end of the Summer Term, Reception children should be familiar up to the end of Phase three. By the end of Year 2, children should be proficient in their phonics knowledge and have completed Phase six of Letters and Sounds. Children in Year 2 who did not meet the required standard for phonics and need more work on 'decoding' and 'word reading' skills, will have opportunities to practice this using daily phonics sessions. Children in Year 3 and older who need further phonic intervention work will do so through targeted interventions.

### **4. Timetabling**

Discrete phonics sessions in class will be timetabled and taught daily from Nursery through to Year 2. The expectation is that phonics is taught for a minimum of 10 – 15 minutes in Nursery, 15 – 25 minutes in Reception, 25 – 30 minutes in Years 1 and 2.

### **5. Expectations for Home Learning**

Across the EYFS and Key Stage One classes, parents are encouraged to read daily with their child. Regular reading at home should enable the children to use segmenting and blending techniques learned in phonics sessions. In EY the children have sound cards that link to the week's phonics learning. In Maple and Birch a weekly after-school phonics session, highlighting the focus phonemes for that week, is timetabled for parents.