



St John's Stonefold CE Primary School, Rising Bridge  
Phonics Policy

<b>Whole School Policy for Phonics</b>	
Written By	K Isherwood
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Values:

*Empathy Aspiration Generosity Love Endurance*

Mission:

*Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)*

Vision:

*Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.*

*From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.*

## **Aims**

### **At St John's Stonefold we aim to:**

- Ensure progression of reading skills across the school.
- Inspire pupils to read through exciting shared experiences.
- Develop a clear understanding of the structure and language features associated with different text types.
  - teach pupils to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
  - teach pupils to read 'tricky' words on sight.
  - teach pupils to understand what they read.
  - teach pupils to read aloud with fluency and expression.
  - teach pupils to spell quickly and easily by segmenting the sounds in words.
  - develop a love for reading.

## **Teaching and Learning**

Our pupils learn to read and write effectively in KS1 using the Read Write Inc. Phonics programme. The programme is for pupils in Reception to Year 2 who are learning to read and write.

In Read Write Inc. Phonics pupils:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read common exception words on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting

In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

Pupils are grouped homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

## **Progression of Skills**

In Reception, the alphabetic code is emphasised. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

The books that children read are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. Children are encouraged to compose each sentence aloud until they are confident to write independently. Children write daily.

The aim for each child is that they complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at the own interest and comprehension level.

### **Assessment and Outcomes for Children**

All children are assessed following Read Write Inc. Phonics using the Entry Assessment which allows children to access the programme at the correct level.

Children are assessed daily by staff members and daily intervention ensures that any gaps in the knowledge are filled.

All children are assessed on a half termly basis to ensure that they are making sufficient progress.

### **Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children who need additional support are given this during lessons and during interventions which take place daily.

### **Resources**

Phonics resources are stored in classrooms and in the school stock room.

### **Home reading**

All children are provided with a home-school reading book which follows the Read Write Inc programme.

### **Library**

Children are given the opportunity to choose a book from the school library on a weekly basis.