



The Priory Catholic Voluntary Academy

Phonics Policy

Rationale

At the Priory Catholic Voluntary Academy, we believe all pupils should be taught the skills required to read new words. We believe the best way to do this is through the systematic teaching of Phonics. Through effective Phonics teaching, the pupils at the Priory learn the 44 phonemes in the English language and how to blend them successfully to decode words. Pupils also learn how to segment words in order to spell them correctly.

Research shows that when Phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

We want our pupils to become lovers of reading and this is achieved through our commitment to teach daily, high-quality, discrete phonics lessons.

Purposes

- To equip pupils with the skills to blend to read new words.
- To equip pupils with the skills to segment to write phonetically plausible and accurately spelt words.
- To teach pupils the spelling of tricky words.
- To allow pupils to become fluent reader.
- To allow pupils to become lovers of literature.

Guidelines

- **Early Years** Pupils complete phase 1, phase 2 and phase 3. Quicker learning will complete phase 4 in EYFS too.
- **Year 1** Pupils will complete phase 4 and phase 5. They will have regular recap of phase 2 and 3 here too.
- **Year 2** Pupils will revise phase 5, particularly which grapheme to use in different words before completing phase 6.
- Each phonics session is between 20 and 30 minutes and takes place between 9am and 9:30am. It consists of 4 parts (review, teach, practice and apply).
- A phonics session will be delivered by a teacher or teaching assistant. Throughout a year, the children will be taught by different teaching staff. Pupils are taught in small groups dependent on their phase and the time required to embed new phonemes and graphemes.
- **Read Write Ink** Within year 1, year 2, year 3 and year 4, Read Write Ink is delivered as a phonics intervention.
- **Key stage 2** Pupils who do not meet the expected standard in phonics (do not meet the threshold in the Phonics screening check) will receive targeted intervention in KS2 (SNIP).

Monitoring Arrangements

The Phonics lead and SLT are responsible for monitoring the teaching of phonics as detailed in the Phonics action plan. Monitoring events include:

- Classroom observation
- Pupil questioning
- Reviewing children's work
- Monitoring planning and assessment

Assessment and Recording

- A large amount of phonics work is completed on whiteboards and then applied within literacy work.
- Children are assessed on their phase sounds and their ability to read decodable words and “alien words” on our assessment system ‘Phonics Tracker’.

Resources

Letter and Sound guidance

Jolly phonics songs and actions

This policy was developed during the Autumn 2019

It was ratified by the Full Governing Body during the Autumn 2019

Review date: Autumn 2020