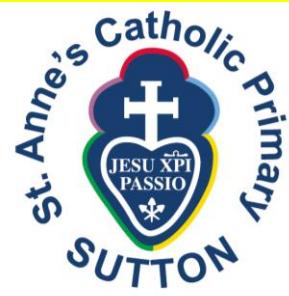


St Anne's Catholic Primary School

Phonics Policy



Mission Statement

At St. Anne's, together in faith, we passionately commit to:

Build a loving, vibrant community with Christ at the heart;
Celebrate the uniqueness of all and enable them to reach their potential;
Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;
Raising self-esteem, with commitment, organisation and resilience, we achieve excellence as together we...

"Learn to love, Love to learn in readiness for life."

St. Anne's Policy on the teaching of phonics and Early Reading

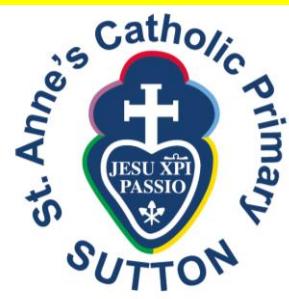
At St. Anne's we aim to empower all pupils, regardless of background or ability, to become fluent, confident readers. These skills are key if pupils are to fully access and engage with all area of the curriculum. Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

Our approach to phonics teaching

Our pupils are taught phonics using the Read Write Inc. phonics programme. The programme is for:

- Pupils in Nursery who begin to orally segment and blend using Fred Talk Games
- Pupils in Reception to Year 2 who are learning to read and write
- Any pupils in Years 2 and 3 who need to catch up rapidly
- Struggling readers in Years 4, 5 and 6 follow Read Write Inc. Fresh Start.

The RWI approach is taught considering the 5 P's:



- Praise - Children learn quickly in a positive climate.
- Pace - Good pace is essential to the lesson.
- Purpose - Every part of the lesson has a specific purpose.
- Passion - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
 - Participation - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

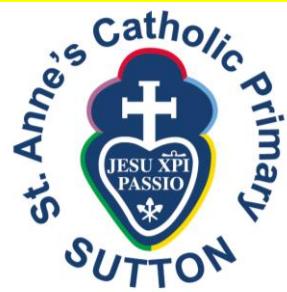
In Read Write Inc. Phonics pupils:

- 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

Early Years Foundation Stage

Nursery

During the Autumn and Spring term, children in Nursery spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to roleplay together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. They take part in Foundation Phonics activities like Rhyme and Alliteration.



In the Spring and Summer term children learn the picture side of sound cards. When children are ready, they learn the initial letter sounds and are introduced to oral blending through 'Fred Talk' throughout the day. Children are also exposed to the correct letter formation using the RWI mnemonics.

Reception

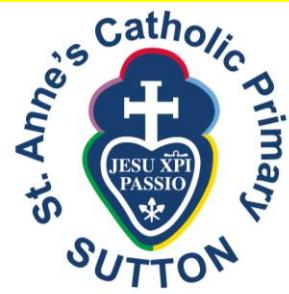
Children in Reception are taught daily phonics lessons. In the first four weeks of Reception after transition, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan. It is our aim that all children leave Reception at Green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting 45 minutes. This lesson starts with a speed sounds lesson which teaches new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage).

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.



It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Children have 3 books that go home weekly- a book for pleasure for the parent to read with the child, the book they have been reading in class and a book bag book. The children have the Phonics lessons added to Dojo that they have been learning that week to revisit and recap at home.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2014) (Updated June 2020).

Assessment and Monitoring

A constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's phonic development.

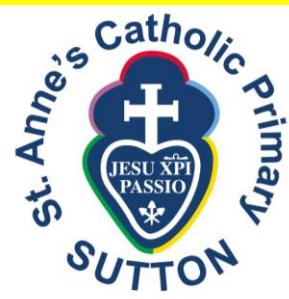
- Assessment of phonics is on-going, carried out by teachers both formally and informally during RWI sessions, guided reading and English lessons. The results of such assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- Development days with the Ruth Miskin Reading Teachers are planned in each year to support staff development and training.
- Parent meetings throughout the year are planned and parents are invited to join a session with their children.

- Pupils on the RWI programme are assessed using the RWI staged assessments each half term. Assessments are then recorded on the RWI School Portal. These are monitored half termly by the Phonics Lead, English Subject Lead and SLT. Pupils are grouped for learning accordingly. Pupils will receive strategic 1:1 support if need is identified.
- Teachers use the school's assessment system to record and measure children's progress and attainment in Reading (including aspects of phonics where appropriate). The school Phonics Lead, English Lead and Senior Leadership Team monitor progress and attainment throughout the school by sampling and moderating children's reading assessments, observing RWI sessions, listening to individual readers, consulting through pupil voice and analysing data as per the school Monitoring Cycle.
- Written reports to parents are made twice a year (interim and full) sharing each child's attainment and progress in reading with parents/ carers. Pupils' progress in reading (including phonics where appropriate) is also discussed with parents twice a year at Parents' Evening. Parents have regular opportunities to view their child's written work.

Equal opportunities in phonics

Phonics is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain phonic knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- For those children learning English as an additional language (EAL), support is put in place in school and we are supported by the Local Authority.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach phonics in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value phonics as a vehicle for the development of language skills and vocabulary.



- We recognise the particular importance of first-hand experience for motivating all children, including those with barriers to learning.

Review

This Phonics Policy will be reviewed by the Phonics Lead, English Lead and the Senior Leadership Team in July 2026.