

ST. ANDREW'S OVER HULTON C. E. PRIMARY SCHOOL

PHONICS POLICY



MISSION STATEMENT

We believe that St. Andrew's C.E. Primary School exists to provide life's main opportunities for our children guided by and learning from the example and teaching of Jesus Christ.

These opportunities come from an ethos and curriculum that provide maximum learning experiences for each individual child, no matter what their particular learning abilities may be.

We will aspire to a curriculum which results in the enjoyment of learning, children who feel good about themselves and in which everyone can be good at something.

We will encourage pupils to show tolerance and respect for each other, set themselves high standards, to take pride in their work and do their best.

We will provide curriculum enrichment activities including first hand experiences, creative opportunities, visits and visitors.

We will offer every child the chance to achieve as much as they are able.

We will achieve high standards for all children, giving them secure foundations for future learning and success in life.

Growing in Faith, Hope and Love

Intent

At St. Andrew's, it is our intention that all children become enthusiastic and successful readers and writers by the end of Key Stage One. We believe this is achievable through a combination of rigorous, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. The teaching of phonics is a key strategy that is used to help our children to read, write and spell. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics screening check at the end of Year 1. We value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.
- To provide a phonics and early reading curriculum that promotes a love of reading that will stay with the children throughout their lives.

Implementation

At St. Andrew's, we follow the **Red Rose Letters and Sounds** phonics programme.

Pupils have daily phonic sessions, regular one to one reading sessions and weekly guided reading sessions with an adult. During these sessions, we ensure that pupils are regularly practising and applying their phonic knowledge. The children take home reading books which match their current phonics level and they are encouraged to read regularly at home. In the EYFS, the continuous provision matches the pupil's current knowledge and understanding whilst ensuring the children are suitably challenged.

Phonics interventions are based around the gaps identified through teacher assessment and in pupil progress meetings. **Fast Track Phonics** is used for Y2 children who did not pass the phonics screening test at the end of Year 1. **Bounce Back Phonics** is used for children in KS2, who still have gaps in their phonic knowledge, or who are not confident when applying phonic strategies. Lessons are quick in pace, well differentiated, engaging and challenging for all children within the lesson.

Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary, to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind. The effectiveness of interventions is monitored at the end of each phase

using the St. Andrew's phonic assessment sheets, which are aligned to **Red Rose Letters and Sounds**.

All Year One children take the 'Phonics Screening Check' in June - a statutory assessment required by legislation. (Unless it is deemed they are working well below the level of the test.) Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who still do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching from the first term of year three – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

Planning for phonics is done separately from English but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / phoneme words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

Age Related Expectations for the end of the school year (Appendix 1)

By the end of EYFS children should:

- read and understand simple sentences
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight some tricky words
- use phonic knowledge to write words in a way which matches how the sounds are said
- write some irregular common words.

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- read many common exception words fluently
- read phonically decodable three-syllable words
- read a range of age-appropriate texts fluently
- demonstrate understanding of age-appropriate texts
- read decodable words that end –s, –es, -ing, -ed, -er, -est
- say the correct sound to grapheme for all the 40+ phonemes

By the end of Year 2 children should:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read and spell most common exception words for year 2
- read words accurately and fluently without overt sounding and blending
- sound out most unfamiliar words accurately, without hesitation
- segment spoken words into phonemes and represent these by graphemes

Organisation

See Appendix 1. Phonics Overview

Reception will be taught a discrete phonics session daily for a 20-30 minute period either as a whole class, or in 2 smaller groups. Phonics skills are embedded in writing and reading tasks in English sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics mats should be freely available in each area of learning both indoors & outdoors. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term 2 in Year 1. Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Children who have not reached the expected level by Year 1 have extra individual phonics support. All Reception children also have a sound book to take home, to which new sounds are added weekly after they have been introduced in class.

Children in Year 1 have access to high quality daily phonics sessions for twenty-three minutes. Groups will be differentiated to ensure all children reach their full potential. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. They should have plenty of practice in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2.

Children in Year 2 are taught from Red Rose Y2 Spelling Programme.

- A systematic, progressive planning programme to follow Red Rose Letters and Sounds and lead into Y2 National Curriculum spelling.
- The programme includes daily planning for six half termly blocks across Y2.
- Uses a rigorous approach to meet, and exceed, expectations based on National Curriculum Y2 spelling.

Those who did not pass their phonics screening test in Year 1 will continue to have access to high quality daily phonics lessons for twenty- thirty minutes. Provision should be differentiated to ensure all children reach their full potential.

Children in KS2 who did not pass the phonics screening test in Year 2, or children identified in pupil progress meetings as having significant gaps in their phonic knowledge, will receive phonics interventions. Typically, these sessions will be for thirty minutes, three times each week. The format of these sessions will be the same as those in KS1, using the St. Andrew’s phonic assessment sheets to ascertain exactly where the gaps are. These sessions will follow the St. Andrew’s Phonics Overview, using the Letters and Sounds document.

Interventions

Interventions occur daily for those children who need more support with their phonic understanding. The main interventions used in school are called **‘Fast Track Phonics’** (Y2/3) and **‘Bounce Back Phonics’** (Y3/4)

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

Our pupils will:

- Get off to a good start in the EYFS and have completed phase 4 phonics by the end of the Reception year.
- Develop into skilled readers who develop a comprehensive understanding of words, language and texts.
- Make speedy progress in phonics, regardless of their ability and background, including the lowest 20%.
- Develop a love of reading so that they can read for purpose and for pleasure.

Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1 and children who do not pass will be re-screened at the end of Year 2. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We intend the impact of our Phonics and English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Classroom Environment

In each Infant class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Tricky words will also be displayed. Phonics mats should be available in every lesson to support children's early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught. This working wall will be updated regularly. Phonics games will be out in the provision. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school has invested in a reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books that match the phonics phases allow children to consolidate and apply their phonics knowledge. Reading books are organised in line with the **Red Rose Letters and Sounds** programme and children choose from books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that is matched to the child's growing phonic ability. All books from Pink-Blue band are completely phonetically decodable. Books are changed three times a week.

Lilac band	Letters & Sounds Phase 1
Pink Band	Letters & Sounds Phase 2
Red Band	Letters & Sounds Phase 3
Yellow Band	Letters & Sounds Phase 3
Blue Band	Letters & Sounds Phase 4
Green Band	Letters & Sounds Phase 5
Orange Band	Letters & Sounds Phase 5

Homework

Parental involvement is key in the acquisition of Phonics. Each child in Reception has a sounds book, which contains the sounds and the decodable, tricky & high frequency words to be learnt at home, after being taught them in the daily Phonics lesson. Phonics homework sheets are also provided. Children in Year 1 & 2 and KS2 receive weekly spellings to learn. A Reading & Phonics Workshop for Reception parents is held in the Autumn term.

Assessment

In the EYFS and KS1 we assess pupil progress on our Phonics assessment sheets for each phase. Throughout Year 1 pupils will be given homework and practice papers to identify specific skills or any gaps in learning in preparation for the Phonics Screening Test.

Monitoring and Evaluation

EYFS and Key Stage One assess their children on a Phonics assessment sheet half termly, this is used to highlight any children not progressing at the expected rate of development. These children are then highlighted during termly pupil progress meetings and interventions are put into place to support them. This will give easy access to information regarding disadvantaged groups as well as SEND and allow data to be analysed across the key stages.

Feedback

Children are provided with constructive and timely feedback in lessons and during their termly Assertive Mentoring meetings. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings, through termly Assertive mentoring reports and through the end of the year report. Assessment information is also passed onto the next teacher as part of transition between year group and phases.

The Phonics Subject Leader will:

- Ensure continuity and progression from year group to year group
- Ensure all members of staff share the school's high expectations for phonics
- Provide all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advise on in-service training to staff where appropriate
- Advise and support colleagues in the implementation and assessment of phonics throughout the school
- Assist with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitor the quality of teaching and learning in phonics across the school

Class Teachers will:

- Ensure progress in the acquisition of phonic knowledge and skills
- Develop and update skills, knowledge and understanding of phonics
- Identify needs in phonics and take advantage of training opportunities
- Keep appropriate on-going records
- Plan effectively for phonics, liaising with the phonics leader when necessary
- Inform pupils and parents of their progress, achievement and attainment

This policy was updated in February 2025.

St Andrew's C of E Primary School

Overview setting out a minimum trajectory to secure Phase 3 by the end of YR



Autumn 1 (based on a 7 week half term)	Autumn 2 (based on a 7 week half term)	Spring (based on an 12 week term)	Summer (based on a 12 week term)
<p>Entry secure at Phase 1</p> <p>PHASE 2 Up to 14 weeks</p> <p>Week 1- s, a, t, Week 2- p, i, n Week 3- m, d, g Week 4- consolidate s a t p l n m d g Week 5- o, c, k Week 6- ck, e, u</p> <p>Tricky Words the, I, to</p>	<p>Entry secure at Phase 1</p> <p>PHASE 2 Up to 14 weeks</p> <p>Week 7- r, h, b Week 8- consolidate o c k ck e u r h b Week 9- f, ff, l Week 10- ll, ss Week 11- consolidate f ff l ll ss Week 12- consolidate as required</p> <p>Tricky Words no, go, into</p> <p>HFW as, is, us, his, has (s pronounced z)</p>	<p>Entry secure at Phase 2</p> <p>PHASE 3 Up to 15 weeks</p> <p>Week 1- j, v, w Week 2- x, y, z, zz Week 3- qu, ch, sh Week 4- th, th, ng Week 5- consolidate week 3 & 4 Week 6- ai, ee Week 7- igh, oa & 2 syllable words Week 8- oo, oo & 2 syllable words Week 9- ar, or & 2 syllable words Week 10- consolidate weeks 6-9 Week 11- ur, ow Week 12- oi, ear, introduce pseudo words</p> <p>Tricky Words he, she, we, be, me, was, my, you, they, her, all, are, like, said, when, have, one, come, do, so, were</p>	<p>PHASE 3 3 weeks</p> <p>Week 13- air, ure, er introduce pseudo words Week 14- consolidate ur, ow, oi, ear, air, ure, er Week 15- consolidate as required</p> <p>PHASE 4</p> <p>Week 1- Recap Phase 3 (blending for reading/segmenting for spelling) Week 2- CVCC & CCV Week 3- CCVC & CCVCC Week 4- CCCVC & CCCVCC Week 5 onwards – polysyllabic words containing Phase 2 & 3 graphemes and adjacent consonants.</p> <p>Tricky Words Some, there, out, little, what, said, so, have, like, some, come, were, there, little, do, one, when, out, what, it's</p>
<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>	<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>	<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>	<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>

St Andrew's C of E Primary School

Overview setting out a minimum trajectory to secure Phase 5 by the end of Y1



Autumn 1 (based on a 7 week half term)	Autumn 2 (based on a 7 week half term)	Spring (based on an 12 week term)	Summer (based on a 12 week term)
<p style="text-align: center;">RECAP PHASE 4 4 Weeks</p> <p>Week 1- CVCC & CCV Week 2- CCVC & CCVCC Week 3- CCCVC & CCCVCC Week 4 – polysyllabic words containing Phase 2 & 3 graphemes and adjacent consonants.</p> <p style="text-align: center;">Phase 5 weeks 1 -3</p> <p>Week 1- ay, ou, ie, ea Week 2- oy, ir, ue, ue/yoo, aw Week 3- wh, ph, ew, ew/yoo</p> <p>Tricky Words (Phase 4) Some, there, out, little, what, said, so, have, like, some, come, were, there, little, do, one, when, out, what, it's</p> <p>Phase 5- Mr, Mrs, people, looked, called, asked, oh, their, could</p>	<p style="text-align: center;">Entry secure at Phase 4</p> <p style="text-align: center;">PHASE 5</p> <p>Week 4- oe, au, a-e, e-e Week 5- i-e, o-e, u-e, u-e(yoo)</p> <p style="text-align: center;">Alternative pronunciations for graphemes</p> <p>Week 6- i, o, c, g Week 7- u, ow, ie, ea Week 8- er, ch, ch, a, a Week 9- e, y, y, ou, ou</p> <p style="text-align: center;">Alternative spellings for phonemes</p> <p>Week 10- ee, ea, ie, e-e, y, ey</p> <p>Tricky Words Water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please, I'm, I'll, let's</p>	<p style="text-align: center;">Secure at Phase 4</p> <p style="text-align: center;">PHASE 5</p> <p style="text-align: center;">Alternative spellings for phonemes</p> <p>Week 11- ee, ea, ie, e-e, y, ey Week 12- oo, ew, u-e, ue Week 13- ai, ay, a-e, ey, eigh, ea Week 14- igh, ie, i-e, y, i Week 15- oa, ow, oe, o-e, o Week 16- ow, ou, ough, oi, oy Week 17- ar, a, u, oo, oul Week 18- or, aw, au, oor, ore, Week 19- ur, ir, er Week 20- ear, eer Week 21- air, ear, are, ere Week 22- le, al, se, ze, zh, s, si</p> <p>Tricky Words Small, great, before, jumped, stopped, pulled, gone, we're</p>	<p style="text-align: center;">Secure at Phase 4</p> <p style="text-align: center;">PHASE 5</p> <p>Week 23- kn, gn, wr Week 24- j/g, ge, dge, c, se, ce Week 25- ch, ti, ssi, si, ci, ss, ce Week 26- mb, ve, tch Week 27+ consolidate where necessary</p>
<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>	<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>	<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>	<p>Application into guided reading and speaking & listening skills</p> <p>Continuous provision application opportunities</p>