



# **St Bernadette's Catholic Primary School**

*Live the Gospel and when necessary use words*

*Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.*

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## **PHONICS POLICY**

**January 2022**

At St. Bernadette's Catholic Primary School we strive to ensure that all children become successful, fluent readers by the end of key stage one and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

To achieve the age-related expectations, children at the end of Key stage 1 need to read fluently at 90 words per minute. As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency. For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. In order to achieve this children need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two for children who still need this further support.

At St. Bernadette's Catholic Primary School our aim is:

- 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 progression and continuity in the teaching and learning of phonics throughout the school.
- To provide a text rich learning environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting in the Nursery and continuing throughout the school. Providing environments that model and promote a love of reading where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.
- To ensure that systematic synthetic phonics, following the Essential Letters and Sounds programme, is taught to children to enable pupils to:
  - Recognise, say and write all phonemes within each phase 2-5 of Essential Letters and Sounds.
  - Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through phase 3 in year 2.
  - Use their phonic knowledge to blend and segment phonetically decodable words.
  - Use their phonic knowledge to read complex words and to recognise 'HRSW' words from sight 'Tricky Words' (Harder to read and spell words).

- Read with fluency for both pleasure and to retrieve information.
- Write clearly, accurately and coherently using phonic knowledge.  
For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.
- To have robust assessment procedures to regularly check progress and identify pupils in need of intervention.

### **Curriculum, Teaching and learning Guidance:**

- At St. Bernadette's Catholic Primary School, we teach systematic synthetic phonics using the validated Essential Letters and Sounds programme and sequence. This is used throughout the school to teach phonemes, tricky words and specific and relevant vocabulary related to phonics. A key part of our programme is the reduction of the cognitive load, which allows children to focus exclusively on the phonemic code.

- Phase 1 phonics is taught in Nursery to embed listening skills, sound identification and rhyming and rhythm awareness. There is a large emphasis on developing speech and language skills and teaching oral blending and segmenting. Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonics work which starts in Phase 2. Nursery children are introduced to letter names and initial sounds in the spring term.

- Phonics is taught daily for 30 minutes as a discrete lesson in Reception and KS1.

- Regular small group interventions in KS1 and 2 for children who are not mastering the phonemic code.

- Phonic skills are integrated into cross curricular activities throughout the day.

- Well planned, high-quality, discrete phonics sessions taught using the 'sequence of teaching' structure as set out in the Essential Letters and Sounds document: Staff follow the five-part lesson sequence:

- Revisit – recap on previously taught sounds.
- Teach – teach a new sound or word.
- Practise – provide opportunities to practise saying and reading the sound through games and activities for children.
- Apply – apply the new skill to read and write words, captions and sentences.
- Review- Review sound previously taught

- A school overview of which order and when to teach each phase from the Essential Letters and Sounds programme.

- Fast paced, well structured lessons to ensure pupils receive clear direct instruction with opportunities to practise and apply that build on their prior learning and reduce cognitive load. Repetition and reinforcement of learning is key within all phonics lessons.

- New phonemes are introduced and modelled using a pre-agreed action and mnemonic phrase
- Harder to Read and Spell Words are taught as set out in the Essential Letters and Sounds programme.
- Phonetic vocabulary is explicitly taught and referred to by staff and pupils within lessons, e.g. trigraph. Consistent use of terminology by teachers, children and parents.
- Ensure sounds taught are 'pure' and soft sounds. e.g. sss not 'suh' as this is central to phonics teaching and the children's ability to blend and segment sounds in words.
- Arrange seating carefully during sessions, so that pupils are seated where they can clearly see the adult's mouth to support the correct pronunciation of sounds.
- Ensure Staff are trained, supported and regularly observed to ensure consistency of teaching across the school.
- Phonic displays that include previously learnt phonemes and tricky words and display the sound being taught in each lesson. Children will be encouraged and taught to engage with these displays to reinforce their learning in the daily sessions and to support writing and reading across the curriculum.
- Formative assessment ensures that all children 'keep up' rather than 'catch up' within lessons.

Follow a thorough assessment procedure to track and monitor children's progress in developing and applying their phonics knowledge. Children are tracked using a Phonics Tracker. The data from these assessments is analysed and used to identify gaps and inform planning for interventions. Staff submit tracking sheets to Phonics Lead and the Phase Leader for monitoring and guidance.

- Books within the school are phonetically decodable and include Harder to Read and Spell Words. They are sequenced in the same order as the Essential Letters and Sounds Programme and children are provided with a range of texts including fiction, non-fiction and traditional tales. Children have exposure to a range of texts to promote reading for pleasure.

### **Phonics screening check**

All pupils in Year 1 will take part in the 'Phonics Screening Check' which is carried out in June each year. This is a statutory assessment required by legislation. This information is submitted to the LA. Any pupil who does not attain the required standard will repeat the screening in Year 2 having accessed support and intervention programmes to equip them with sufficient knowledge and understanding. This is to ensure that all pupils have a secure foundation upon which to build their reading and writing skills.

Those children who do not obtain the required level set by the 'Phonics Screening Check' in Year 2 will receive phonics teaching in year three – which will be further supported throughout the year and across key stage two with a phonics and/or spelling intervention programme.

Phonics overview at St. Bernadette's Catholic Primary school - Phase 1 to Phase 5

Phase 1	Phase 2	Phase 3**
<p><b>Nursery</b></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds <ul style="list-style-type: none"> <li>• Body percussion</li> </ul> </li> <li>• Rhythm and rhyme <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Voice sounds</li> </ul> </li> <li>• Oral blending</li> </ul>	<p><b>Reception Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><b>Reception Autumn 2, Spring 1 and Spring 2</b></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs • 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser known GPCs	Beyond Phase 5
<p><b>Reception Summer 1</b></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc <ul style="list-style-type: none"> <li>• Suffixes</li> </ul> </li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><b>Reception Summer 2</b></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading <ul style="list-style-type: none"> <li>• 20 new GPCs</li> <li>• 16 new HRS words Year 1/Primary 2 Autumn 1 and 2</li> </ul> </li> <li>• Revision of previously taught Phase 5 GPCs <ul style="list-style-type: none"> <li>• 2 new GPCs</li> <li>• 9 new HRS words Year 1/Primary 2 Spring 1 and 2</li> </ul> </li> <li>• Alternative spellings for previously taught sounds <ul style="list-style-type: none"> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> </ul> </li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><b>Year 1 Summer, Year 2 and Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>