**Reaching our potential together in Christ.**

**Educate**

**Love**

**Inspire**



# St. Mary Magdalen’s Church of England Primary School

**Phonics Policy**

## September 2019

Policy revised Autumn 2021

**Reaching our potential together in Christ.**

**Educate**

**Love**

**Inspire**



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**At St Mary Magdalen’s we believe that:**

**We must Inspire our children, and in order to do this we must:**

* Promote enjoyment;
* Strive for happiness;
* Develop an environment where children are glad to come to school;
* Celebrate our successes;
* Always aim to have health and well-being.

**By accepting God’s word, Love will always be at the centre of our school and we will show this by:**

* Remembering our uniqueness;
* Believing in equality and accepting and respecting differences;
* Living by our Christian values;
* Forging partnerships;
* Being Forgiving;
* Accepting forgiveness;
* Showing patience;
* Being prayerful;
* Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in;
* Having self-reflection;
* Remembering our spirituality;
* Creating a love of learning.

**When we Educate our children we must:**

* Ensure that all our children achieve their full potential;
* Remember the whole child;
* Have high expectations in all areas for all our children;
* Create a curriculum to stimulate all our children.

**Aims**

• Deliver high-quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enable them to concentrate on the meaning of the text

• To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school

• To differentiate phonics and spelling work according to the needs of children, so that all children are given sufficient challenge at a level at which they can experience success

• To give children word work strategies that will enable them to become fluent readers and confident writers.

**Principles of high-quality phonic work at St. Mary Magdalen’s C of E Primary School**

The Rose Report (2006) makes it clear that ‘high-quality phonic work’ should be taught systematically and discretely as the prime approach used in the teaching of early reading. The progression of the Bug Club Phonics programme used in school provides the structure for all phonics teaching.

**Phonics Structure**

Phonics is taught in accordance with ‘Bug Club Phonics’ across the Foundation Stage and Key Stage One and uses Phonic Play resources and others to support teaching. Our aim is to develop the children’s phonological awareness, ability to segment and blend words and read tricky words by sight – to become fluent readers.

**Beginner readers should be taught:**

• Grapheme–phoneme correspondences in a clearly defined, incremental sequence.

• To apply the highly important skills of blending (synthesising) phonemes in the order in which they occur, all through a word to read it.

• To apply the skills of segmenting words into their constituent phonemes to spell.

• That blending and segmenting are reversible processes.

**High-quality phonic work will be most effective when:**

• It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness

• It is multisensory providing, encompassing activities to enliven core learning

• It is time-limited, to promote confident readers by the end of Key Stage 1

• It is systematic, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children’s progress.

• It is taught discretely and daily at a brisk pace following the Bug Club Phonics structure.

• There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as independent, shared and guided reading and writing.

**Programme of Teaching Expectations**:

The following year groups (Reception - Year 2) must teach Bug Club Phonics daily. This is to ensure children are reaching their full potential and appropriate support is given to meet their needs.

**Reception –** We aim for all children to have completed phase 2 and 3 by the end of Reception and be working at Phase 4.

**Year One –** We aim for all children to have completed phase 4 and 5 by the end of Year One.

**Year Two –** We aim for all children to be working securely within phase 6 by the end of Year Two. For those children who are working beyond phase 6, we introduce No Nonsense Spelling.

**Year Three –** If at least 70% of the cohort have not completed the Bug Club Phonics programme, then it will be taught daily for up to 30 minutes. If only a small proportion have not completed the required level, then daily interventions should be in place for those children. We aim for all children to complete cohort based No Nonsense Spellings.

**Key Stage Two (Year 3 – Year 6) –** Further interventions for children who have not completed the Bug Club Phonics programme will be carried out daily.

**Phonics Planning and Resources**

Phonics planning for phases two to six are planned by teachers in order to deliver clear structured sessions are planned following Bug Club Phonics structure. This includes Teach, Practise, Apply and Assess sections recommended by the Bug Club Phonics programme. All Early Years and Key Stage One classes engage in a whole-class phonics session in the mornings lasting between 20 – 30 mins.

In the afternoons, the children are provided with extra, targeted catch up – in small nurture groups for those needing additional support. The class teacher plans phonics for all children in their class and for any teaching assistants who deliver phonics to groups within their class. These plans include relevant resources for the week’s phonics lessons. Phonics pack(s) resources will be made by the class teacher at the beginning of each academic year, this will include a phonics exercise book to record evidence of children applying their phonics knowledge and relevant resources needed for lessons.

**Differentiation**

All staff aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. Staff recognise that our phonics planning must allow children to gain a progressively deeper understanding of the phonetic structure of the English language as they the move through the school. This is to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriate structured work for children with SEND, often through intervention groups or those exceeding age related expectations through enrichment. Our school has a variety of strategies to enable all children to have increased access to the curriculum through a broad-based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

**Assessment:**

Opportunities for assessment will be identified in planning. This can be evidenced in the children’s phonics books. At the end of each phase of the Bub Club Phonics programme, children will be assessed on their progress using the phonics progression tracker and put into groups accordingly.

Phonics Tracker assessments are also carried out regularly throughout each half term to ensure the children are being taught appropriate to their ability. Children will be shown twenty words on the phonics tracker and use their blending and segmenting skills to read. The number of correct answers for blending and segmenting will be combined and converted into a percentage. This will state whether the child is entering, developing or secure in a particular phase.

Entering 0% - 49%

Developing 50% - 79%

Secure 80% +

Each half term the data will be analysed by the phonics subject leader and SLT. Results will be shared with each class teacher for children who may need additional support or interventions. At the end of the academic year, the class teacher passes on the end of year phonics data to the next class teacher stating where the children are within the Bug Club Phonics programme. This data will provide teachers with possible next steps for children to build on their personal phonics development.

**National Phonics Screening Test**

All children in Year One will be screened using the National Assessment materials in Summer Term. If children in Year One do not pass the screening test, they will be retested when they are in Year Two. This data will be submitted to the Local Authority. Reception children will attempt a mock phonics screening check at the end of summer term. They will then complete another screening check at the beginning of the Autumn term in Year 1. This year, due to COVID-19, Year 2 children will be assessed in Autumn 2021. If children do not meet the expected standard in the 2021 autumn check, they will retake the statutory check in June 2022, alongside Year 1 pupils.

**Fast Track Phonics and Bounce Back Phonics.**

Through phonics, children will develop key skills to help them achieve as readers and writers. Most children will reach the expected level of understanding through their daily phonics sessions. However, some children may have more difficulty in acquiring these skills and for these children a phonics catch up programme may be required. The catch-up programmes we use are Fast Track Phonics and Bounce Back Phonics.

Fast Track Phonics supports children in Year Two who did not achieve at the expected level in the Year 1 Phonics Screening Test. It is designed to address gaps in learning. It is not intended to take the place of the daily phonics session but would ideally be run in addition.

Bounce Back Phonics is designed for children that are still beyond Year 2 finding Phonics difficult. Both programmes are not for children who have identified special needs as a more intensive one to one programme may be more appropriate for these children.

Fast Track Phonics and Bounce back Phonics are programmes that focus on the key skills of all good phonics programmes which are:

• Grapheme/phoneme correspondence.

• Blending to support reading.

• Segmenting to support spelling.

• Blending and segmenting as reversible processes

Policy Status and Review

Phonics Lead: Rebecca Lamb.

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