

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

'Following in God's way, Learning day by day, Working with one another, Caring for each other'

PHONICS POLICY

Date of Policy: 2025

Review Date: 2028

1. Aims and Objectives

At St Luke's, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following:

- We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in whole class and small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different sets, learning and developing their phonics sounds and knowledge.
- Children take part in daily Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- We are very lucky to have a wide range of reading books in our school. All children from Reception to Year 2 (and those children in KS2 who still access phonics sessions) choose two reading books to take home and this reading book is changed weekly. Children in Year 3 to Year 6 choose one book matched directly to their current reading level.

- Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.
- Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age.

We expect family at home to read these books with their child daily and make comments in their child's school diary. By the time children leave St Luke's they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

2 Teaching and Learning

2.1 Children are taught phonics in whole class groups to begin with at the start of the school year. Each KS1 teacher is responsible for their phonics group so they know where each child is up to. This information is shared with the class team to be able to support them to use and apply their phonic skills during guided reading and writing in their own class. HLTA's/TA's will also be teaching phonics groups which are monitored by the class teacher.

2.2 The phonics session consists of taught input with opportunities to apply their phonic knowledge independently.
Phonics is taught every morning.
As part of the transition process children will be assessed at the beginning of Autumn One, they will be reassessed every half term.

2.3 The phonics team consists of Key Stage 1 teachers, HLTA's and TA's. Each intervention group is reviewed regularly. Each year group is taught phonics in their own classroom and the teaching of the targeted intervention groups will take place in designated areas across the school. The role of the phonics teacher is to encourage and maintain high expectations, keeping a breadth of up to date subject knowledge. The class teachers are responsible for planning and quality assurance. This information is shared with the Early Years Leader, English Subject lead, Senior Leadership team and parents.

2.4 The child's role is to enjoy the fast, fun phonics lesson, to apply their knowledge from the phonic session to their wider learning and to give feedback to the phonics teacher about the progress they have made during the half term. They will consolidate their learning at home by completing their home learning activities.

2.5 The role of the Literacy lead is to have regular meetings with the phonics team to ensure that quality assurance and the monitoring of the delivery of phonics across the Foundation Stage and Key Stage is maintained. All information is fed back to the Senior Leadership team and Governors.

3 Phonics Set Expectations

3.1 Phonics expectations are in line with current national expectations (This shows expectations of progress after two years of implementation):

- EYFS - Set 1 and 2 completed.
- Year 1- Set 2 and 3 completed.
- Year 2- To progress onto Read Write Inc. Spelling or Support for Spelling.

4 Observation and Assessment

- 4.1 Initial assessments inform the starting point for each cohort. Assessments are then carried out throughout the year and finalised during Summer 2. These are discussed in detail with the phonics Leader.
- 4.2 On-going assessments will be updated on a half termly basis and used to inform the phonics tracking sheet. All assessments will be carried out by the class teacher.
- 4.3 Day to day assessment is recorded through observing and samples of children's work, marking, conversations with each phonics teacher and conversations with children regarding their progress.
- 4.4 Each class teacher will check the children's phonics book daily.
- 4.5 The phonics tracking sheet will be used to highlight children who are not on track or have exceeded expectations. Appropriate provision will be made accordingly e.g. Referral to the Inclusion Leader or through additional support.
- 4.6 At the end of Year 1 children will undertake a statutory phonics test.

5 Planning

- 5.1 Each class teacher will use the Read, Write Inc. Handbook 1 as their planning guide.

6 Use of ICT and resources

- 6.1 The phonics team use ICT to support the delivery of fun, fast paced and interactive phonic sessions. Interactive sessions are included via the Read, Write Inc. online subscription.

7 Parent partnership

- 7.1 Parents are informed of their child's progress throughout the year.
- 7.2 We provide opportunity for children to continue their learning at home. We encourage children to practise and apply their phonic skills through reading and writing at home, key words and games and homework.
- 7.3 Parents are involved in their child's phonic progression through parent consultation, newsletters, school diaries, workshops and reading records.
- 7.4 We have an open door policy for parents to address any queries concerning their child's phonics development.



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