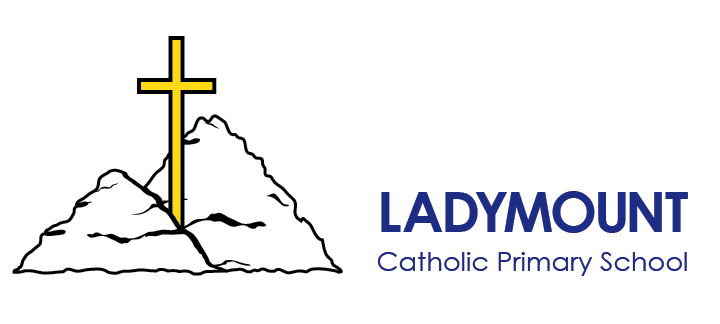
** Phonics Policy**

**Ladymount Catholic Primary School**

**Introduction**

The process by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies on hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts, amongst the other reading strategies taught, children must learn to recognise, that is decode, the words on the page. High quality phonic teaching supports the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically.

Children at Ladymount will learn to secure automatic decoding skills and progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure. To achieve this, all staff are clear about which activities are designed to help teach children to acquire word recognition skills, and which will help children to develop high-level comprehension skills.

**Teaching and Learning of Phonics**

At Ladymount Phonics is taught as a discrete daily lesson throughout the Foundation Stage and Key Stage 1. In Key Stage 2 children continue to receive phonic teaching alongside focussed work on spelling strategies, patterns and rules. For those children in Key Stage 2 who have not reached and completed phase 6 in Year 2, this work continues and the Support for Spelling document is followed. If deemed necessary, there is also opportunity for children to receive additional phonics intervention sessions as delivered by a teaching assistant.

Teachers plan using the Letters and Sounds programme whereby six structured phases are taught broadly to accompany the Primary National Strategy’s pace and progression. Phonic teaching forms part of a broad and rich English curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and their phonological awareness.

Lessons are multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Each phonics lesson follows a compact structure:

* Revisit and review
* Teaching of new sounds
* Practise
* Apply

Lessons last for no longer than 20 minutes and they are taught at a brisk pace. There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in activities such as shared and guided reading.

**Classroom environment**

In the Foundation Stage and across Key Stage 1 the classroom learning environment displays age appropriate sounds and key words in order to support children’s developing phonological awareness.

**Resources**

There is a wide range of resources to support the teaching of Phonics across the school. Commonly used resources to support the teaching of Phonics may include:

* flash cards
* large lettered dice
* smart balls
* word mats
* synthetic letter flips
* letter fans
* magnetic letter activities
* use of mini-whiteboards
* phonics games
* ICT-based phonic activities for the interactive whiteboard

All resources used are fully supporting the Letters and Sounds document.

**Assessment and Monitoring**

Children’s progress in Phonics is carefully tracked across the school. Assessment documents are broken up into each phase in order for teachers to have a complete overview of the children’s progress. All teachers complete an assessment tracker grid at the end of the academic year to pass up to the next teacher to ensure progression. Phonic lesson observations are carried out by the English Subject leader alongside a member of the SLT. Children in Year 1 undertake the statutory Phonics Screening Assessment in the Summer term, and the results of this are scrutinised. Children who do not meet the required level to pass the Screening Assessment are carefully monitored and the appropriate support / intervention is put in place to ensure that they reach the required level when they are reassessed in Year 2.

**The role of the parent**

Parents can support the development of phonics, not only through regular reading, but also by supporting the children with the following:

F2: children bring home sound key rings, words and captions on a weekly basis to practise.

Year 1: starting in January, children bring home word lists, not to learn for a specific weekly test but to practise reading and using correctly within written sentences. These word lists are derived from the daily phonic teaching and will be made up of key words and word families.

Year 2: children bring home weekly lists linked to their phonic teaching to learn for a weekly test.