**05/10/2022**

**St. John the Evangelist Phonics Policy**

**Phonics curriculum statement**

*We want to ignite a passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best that they can be.*

*We want our children to dare to try new things and persevere when things get tough.*

*We want them to have the skills to make their way successfully in life*

Here at St. John’s we promote reading and writing for pleasure and aim to produce confident, literate pupils. Our consistent approach to Phonics teaching is a strength. We deliver quality phonic lessons to provide our pupils with the skills they need to have a successful start to their lives.

**Intent**

At St. John’s, we teach using the DfE validated programme Ready Steady Phonics. This is a synthetic, systematic phonics programme based upon the Letters and Sounds 2007. We follow the progression document which systematically develops children’s understanding of the phonics code and builds upon previous learning in an incremental manner as they move through school.

The programme develops children’s ability to blend and segment, using their current phonics knowledge, allowing early success and increasing their confidence in reading. As a result the children at St. John’s are able to tackle unfamiliar words using their phonics knowledge.

At St. John’s we also model and apply the skills taught in the discrete phonics session into reading and writing across the curriculum, demonstrating contextual application of the skills taught.

We have a strong focus on language development as we recognise that speaking and listening are crucial skills that underpin reading and writing.

At St. John’s we also want our children to be able to read for meaning and pleasure and to be able to view themselves as lifelong readers. Decodable readers matched to children’s reading stage, support this and provide engaging and meaningful texts for children to decode and to discuss for understanding.

**Implementation**

**Reception**

* The underlying aim at Year R is to ensure **all** children have completed Phases 2, 3 and 4 and be ready to begin Phase 5 upon entry into Year 1. By the end of Reception, our children will:
* give the sound when shown any Phase 2 and Phase 3 grapheme
* find any Phase 2 and Phase 3 grapheme, from a display, when given the sound
* be able to blend and read words containing adjacent consonants
* be able to segment and spell words containing adjacent consonants
* be able to read the tricky words *some, one, said, come, do, so, were, when, have, there, out, like, little, what*
* be able to read and spell the tricky words *the, to, no, go, I, into,* *he, she, we, me, be, was, my, you, her, they, all, are*
* write each letter correctly

**Year 1:**

* The underlying aim at Year 1 is to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. By the end of Year 1, our children will:
* give the sound when shown any grapheme taught in phase 2 and 3
* for any given sound, write the common graphemes
* apply phonic knowledge and skill as the prime approach to reading and spelling. Know how to access a range of spelling strategies and resources to support independent work
* read and spell phonically decodable two-syllable and three-syllable words
* read automatically all Y1 common exception words
* accurately spell all Y1 common exception words
* read and understand a range of age-appropriate texts fluently.

**Year 2**

* The underlying aim at Year 2 is to ensure all children complete phase 6 and become fluent readers and accurate spellers. By the end of Year 2, our children will:
* read accurately by blending the sounds in words that contain the graphemes taught so far, including alternative sounds for graphemes
* read accurately words of two or more syllables
* read and spell words containing common suffixes
* read and spell year 2 common exception words
* read most words quickly and accurately, without overt sounding and blending,
* read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation
* write down their ideas accurately and with good sentence punctuation

**Keeping All Children on Track**

Any child who is identified as requiring additional support will receive immediate intervention through the Ready Steady Go sessions. These are in addition to their daily Ready Steady Phonics lesson.

The sessions are 15-20 mins long and are between 3 and 5 times per week in frequency, depending on the area of difficulty identified.

Regular phonics lessons using the Ready Steady Phonics materials are also timetabled for any children in Y2- 6 for children who are not fluent in decoding or who have not passed the phonics Screening Check in Y2. The Ready Steady Assessments are used to clearly identify the gaps in knowledge for those children so that the appropriate teaching can be put in place by a trained adult.

Children with common and specific difficulties are taught in small groups/1:1 using the Ready Steady Phonics materials.

**Home reading**

* The decodable reading book is taken home/access to the online reading book given
* The children are expected to read this to an adult, practicing and consolidating their skills in phonics
* This is monitored by the class teacher and the Phonics Lead
* Support for parents in how to listen and support their child in reading a phonically decodable book is given on the Ready Steady Phonics Website: Parent/Carers section

Parents are also invited to a parents reading meeting early in the reception year

**Reading for Pleasure and enjoyment**

Improves Wellbeing:

“Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person’s understanding of their own identity, improves empathy and gives them an insight into the world view of others” (The Reading Agency 2015).”

Improves Academic Success

“Students with more positive attitudes towards reading are more likely to read at or above the expected level for their age” (Clark 2014)

Improves Knowledge and Understanding

“I read for pleasure and that is the moment I learn the most” Margaret Attwood - Author

* At St. John’s we promote reading for pleasure and enjoyment and we understand the value this can add to children. To encourage our children to engage with and have a love of books we:
* Have daily story time throughout the school
* All classrooms have a book corner which encourages a love of reading. The books within these areas are specifically chosen to link with topics and to engage pupils. In reception they form part of our daily story time and become familiar favourites with the children.
* Book week to coincide with National Book Day. A week of activities based around a book shared across each phase.
* Home reading records
* Reading Raffle to encourage and reward regular reading at home
* Reading challenge to promote reading throughout the summer break
* Reading buddies: KS2 pupils regularly spend time listening to and reading with KS1 pupils.

**Impact**

**Assessment**

Formative

* Daily formative assessment is built into the teaching sequence and the workbooks have a dedicated, daily opportunity to record formative assessment.
* The weekly Friday session allow opportunities to review and identify gaps in learning that will then be addressed in the Ready Steady Go additional sessions

Summative

* Regular five or six weekly assessments take place. These weeks will be used to assess progress and identify children who need further group/individual support.
* The assessments will be shared with the Early Reading and Phonics Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%

Statutory Assessment

* All children in Year 1 will sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.