



## St Luke's Catholic Primary School

### Phonics Policy

**'Following in the footsteps of Jesus, we learn, love and laugh together'**

Academic Year	Designated Senior Person	Subject Lead	Nominated Governor	Chair of Governors
2020-2021	Eileen Murtagh	Heather Ledsham		Pauline Stitt
2021-2022	Eileen Murtagh	Chloe Kellacher		Pauline Stitt
2022-2023	Eileen Murtagh	Chloe Kellacher		Pauline Stitt
2023-2024	Eileen Murtagh	Chloe Kellacher		Pauline Stitt

#### Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff/governors
May 2021	Updated Policy	Heather Ledsham	June 2020
July 2022	Update to reflect a new Phonics programme	Chloe Kellacher	
September 2023	Update to reflect changes in Year 2	Chloe Kellacher	Awaiting approval

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chair of Governors

### Mission Statement



As God's family, we learn love and

laugh.

Together:

love one another, forgive one another,  
work together, play together,  
worship together, be happy together.

### **Introduction**

At St Luke's Catholic Primary School, we recognise the importance of phonological decoding as one of the most effective strategies in developing early reading skills and are therefore committed to delivering excellent Phonics teaching.

### **Aims**

At St Luke's Catholic Primary School, our aim is to make all of our pupils 'readers'. It is important to us that we work towards ensuring all children are able to read with fluency whilst also developing a love of reading that will stay with our children throughout their lives. Being able to read is the most important skill a child will learn during their time at school and is vital in enabling children to access the full curriculum.

We aim to:

- Provide pupils with a clear understanding of how the alphabet works for both reading and spelling
- Enable our pupils to become fluent and confident readers with a strong phonological awareness
- Develop pupils' sight vocabulary to aid fluent reading
- Provide opportunities for repetition and consolidation so that reading and spelling become automatic.

### **Intent:**

#### ***Phonics***

At St Luke's Catholic Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a validated systematic synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St Luke's Catholic Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We ensure our school is a language-rich environment because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### ***Comprehension***

At St Luke's Catholic Primary School, we recognise reading to be a crucial life skill and aim to ensure that by the time our pupils leave our school, they can read confidently for meaning and that they regularly enjoy reading for pleasure. We are passionate about creating 'life-long readers' and understand that children will benefit most from reading texts with understanding.

### **Implementation:**

#### ***Daily phonics lessons in Reception and Year 1***

- In Reception and Year 1, phonics is taught as a discrete lesson by the class teacher for 30 minutes a day. In Reception, we build from 10 minute lessons starting in Week 2 of the autumn term, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Each Friday, we review the week's teaching to help children become fluent readers.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

#### ***Teaching reading: Reading practice sessions***

- At St Luke's Catholic Primary School, we teach children to read through reading practice sessions that take place three times a week. These sessions:
  - are taught by a fully trained adult (class teacher **or** teaching assistant) to small groups of no more than **six children**
  - use books matched to the children's **secure** phonic knowledge
  - are monitored by the class teacher who rotates and works with each group on a regular basis
  - are regularly monitored by the phonics subject lead to ensure that the consistency and fidelity to the scheme are allowing children to make progress
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions focus on three key reading skills:
  - decoding
  - prosody (teaching children to read with understanding and expression)
  - comprehension (teaching children to understand the text).

- In Reception, these sessions start in Week 4. Any children who, at this point, are not yet able to decode have daily additional blending practice, so that they quickly learn to blend and can begin to read books.
- Children across the school who are receiving Keep-up sessions or who are not yet fluent readers read their reading book to an adult **daily**. For children in Reception and Year 1, this is their reading practice book.

#### ***Daily Keep-up lessons***

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult.
- Keep-up lessons match the structure of class teaching: using the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Any child in Y2-Y6 who is not yet a fluent reader or has not passed the Phonics Screening Check also receives daily phonics lessons.

#### ***Phonics in Year 2***

- To ensure our children have the best opportunity to become successful readers, we continue using *Little Wandle Letters and Sounds Revised* in Year 2.
- Children in Year 2 are assessed at the beginning of the academic year to allow the class teacher to have a good understanding of what phonics knowledge they currently have and to match them to an appropriate book level.
- Year 2 children will receive Phase 5 phonics recap lessons until Christmas when they will begin to receive daily spelling lessons. These follow a similar format to the phonics lessons in Year 1.
- Year 2 children also take part in fluency lessons, which complete the alphabetic code and teach the children to read with fluency, accuracy, prosody and comprehension.

#### ***Ensuring consistency across our school***

- All teachers and teaching assistants at St Luke's Catholic Primary School have completed the training provided by *Little Wandle Letters and Sounds Revised* and are trained to teach reading.
- All members of staff who deliver phonics lessons, keep-up sessions and reading practice sessions use the same language, routines and resources whilst teaching. This ensures we lower the children's cognitive load.
- Lessons, templates, prompt cards and 'How To' videos ensure all members of staff have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

#### ***Home reading***

- The decodable book used in reading practice sessions is taken home to ensure success is shared with the family. This book is taken home following the three practice sessions.

- Reading for pleasure books also go home for parents to share with and read to their child.
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about:
  - phonics
  - the benefits of sharing books
  - how children learn to blend
  - other aspects of our provision, both online and through parent workshops.

### **Reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

- At St Luke's Catholic Primary School, we read to children **every day**. The books read daily by class teachers are chosen carefully to ensure children are able to experience a wide range of books.
- In every classroom, including in EYFS, children have access to the reading corner. Teachers ensure books are continually refreshed and that the book corner remains engaging and inviting.
- All children have a home reading record that goes to and from school. Parents and carers are encouraged to regularly record comments about their child's reading to allow a line of communication between home and school.
- Each class visits the local library at least once every term.

### **Impact:**

Children will leave St Luke's Catholic Primary School as competent, confident and independent readers.

### **Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support they need
  - by the Reading Leader and SLT and is scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
  - with any child new to the school / programme to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

### ***Statutory assessment***

- children in Year 1 sit the Phonics Screening Check. Any child who does not pass the Check re-sits it in Year 2.

### ***On-going assessment for catch-up***

- Children in Years 2 to 6 are assessed through:
  - their teacher's on-going formative assessment
  - the *Little Wandle Letters and Sounds Revised* Rapid Catch Up placement assessment
  - the appropriate half-termly assessments.

### **SEND**

At St Luke's, Little Wandle Letters and Sounds phonics programme is taught to the whole class with adaptations being made by the class teacher, where necessary. Assessment is always ongoing to ensure that children are making progress and any children who aren't receive daily keep-up sessions. Little Wandle Letters and Sounds provide a specialist SEN programme which will be followed by staff for any children at St Luke's who require additional support.

### **Equal Opportunities**

All children should have equal access to Quality First Teaching, irrespective of race, background, gender and capability. In our daily phonics lessons, we ensure this by supporting children in a variety of ways.