



We live, love and learn together joyfully in Jesus' name.

St. Jude's Catholic Primary School

Phonics Policy

At St. Jude's School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more. Phonics is a key skill that supports the development of early reading skills. We combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

We intend for our pupils to be able to:

- Recognise, say and write all phonemes within each phase
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

Our phonics teaching starts in Nursery and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, our children are able to tackle any unfamiliar words that they might discover. We model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We teach phonics using 'Rocket Phonics' which is DfE validated SSP programme. It is broken into bands and each band appropriately matches up to the phonic sounds being taught. It empowers staff to deliver phonics according to their pupils' needs. The home readers are also banded to match to the appropriate phase of the pupil. A programme overview can be seen below:

Programme Overview

Reception–Year 1
(P1–P2)

Band	Phonics Phase	NEW grapheme-phoneme correspondences	Common exception words	Print resources	Resources in digital format via the Rocket Phonics Online 1-year subscription (covers Reception & Year 1 (P1–P2))
Reception/P1					
Pink A	2	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect	/p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog	/g/ as in goat /o/ as in octopus /k/ as in cat /l/ as in kite	Flashcards x 70 Pupil Practice Booklets x 3 Target Practice reading books x 24 Additional Rocket Phonics reading practice books x 102 Teacher's Guide (including Assessment) x 1
Pink B	2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit	/h/ as in hat /b/ as in bat /f/ as in frog and cliff /l/ as in ladder	/l/ as in shell /s/ as in dress	
Pink C	2	Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces some longer words, such as CVCCVC.			
Red A	3	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox	/y/ as in yellow /z/ as in zebra and puzzle /t/ as in bugs /k+w/ as in queen		
Red B	3	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring	/ai/ as in train /ee/ as in bee /igh/ as in light /oa/ as in boat	short /oo/ as in book long /oo/ as in moon	
Red C	3	Review of the grapheme-phoneme correspondences from Red A and Red B with slightly longer texts.			
Yellow	3–4	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl	/oi/ as in coin /ee/ as in ear /air/ as in chair	/y+oor/ as in manure /uh/ as in hammer	Flashcards x 70 Pupil Practice Booklets x 3 Target Practice reading books x 24 Additional Rocket Phonics reading practice books x 102
Yellow+	3–4	Review of the grapheme-phoneme correspondences from Yellow band with slightly longer texts.			
Blue	4–5	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake	/ai/ as in acorn /ee/ as in scene /ee/ as in shield /ee/ as in peach		

Reception–Year 1 (P1–P2)					
Band	Phonics Phase	NEW grapheme-phoneme correspondences	Common exception words	Print resources	Resources in digital format via the Rocket Phonics Online 1-year subscription (covers Reception & Year 1 (P1–P2))
Year 1/P2					
Blue	4–5	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy	/oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano	/ee/ as in happy /ee/ as in key	Flashcards x 70 Pupil Practice Booklets x 3 Target Practice reading books x 24 Additional Rocket Phonics reading practice books x 30 Teacher's Guide (including Assessment) x 1
Green	5	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute	/y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw	/ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy	
		/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup	short /oo/ as in should /air/ as in father and palm /ur/ as in pearl and world /ee/ as in deer and here	/air/ as in square, bear and there /or/ as in ball, four, core, door, daughter	
Orange	5–6	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house	/s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge	/j/ as in package /uh/ as in mother	
		/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb	/n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching	/zh/ as in treasure, television, collage	
		/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors /s/ as in whistle	/ol/ as in watch /sh/ as in station /sh/ as in musician /sh/ as in percussion		

Delivery

Children are taught in groups dependent on the phase they are working at using the revisit/ teach/ practise/ apply teaching model. We follow an agreed plan which builds upon previous learning and ensures fidelity across the key stage.

A typical week would be:

MONDAY: Introduce new letter-sound. Blending for reading.

TUESDAY: Revise new letter-sound. Segmenting for writing.

WEDNESDAY: Introduce new letter-sound. Blending for reading.

THURSDAY: Revise new letter-sound. Segmenting for writing.

FRIDAY: Flexible day. A focus on common exception words is recommended

We aspire that children will know all the Phase 2 and 3 sounds, and are introduced to the Phase 5 sounds by the time they come to Year 1; we aim to consolidate the Phase 3 sounds and continue with Phase 5 and 6 sounds in Year 1 where pupils are assessed as part of the national phonics screening program. By the time they move into Year 2, the national expectation is that they recognise and can 'say' all the Phase 5 and 6 phonemes too. The emphasis in Year 2 is on consolidation, spelling rules and reading for comprehension.

Staff are given quality up to date training annually and refresher training is delivered by the English lead throughout the year. Staff are observed both formally and informally and supported if needed. We expect that all staff delivering the sessions use the correct terminology (See Appendix 1)

The Pupil Practice Booklets (Appendix 3) enable children to practise and apply blending and segmenting skills at letter-sound, word, sentence and text levels. It is the expectation that:

Nursery complete books A, B, and C

Reception complete books 1, 2 and 3.

Year One complete books 4, 5 and 6.

Year Two complete books 7,8,9,10,11 and 12.

The Frieze and Sounds Mats are used as a visual reference to support letter-sound recognition, letter formation and spelling. There are also Big Book interactive stories and games that match up to the sound the children have been learning.

Guided Reading

Pupils are grouped according to the phase they are in. Their guided reading sessions are taught straight after their phonics input to help with sound recognition. They read daily in small groups using the Rocket Phonics Guided Reading Scheme. The books are banded just as the class readers are. Staff are trained in their delivery and questioning and teaching assistants are very much involved in the assessment process. They feedback regularly to the class teacher which aids future planning.

Assessment

The following knowledge and skills list provides an overview of the types of things teachers should be assessing and checking as they teach phonics.

• Knowledge of the letter-sound correspondences:

- Which letter-sounds do children know?
- Can children say the alternative pronunciations taught so far?

• Skill of blending for reading:

- Can children orally blend words?
- Can children read words using the letter-sounds taught so far?
- Can children read the common exception words taught so far?
- Can children read and understand a sentence using the letter-sounds taught so far?

• Skill of segmenting for spelling:

- Can children orally segment words?
- Can children spell words using the letter-sounds taught so far?
- Can children spell words using the correct spelling alternatives taught so far?
- Can children write a simple sentence dictated by the teacher using the letter-sounds taught so far?

• Skill of letter formation for handwriting:

- Can children form the print letters correctly for lower-case letters taught so far?
- Can children form capital letters correctly for the letters taught so far?

A baseline assessment is used to gather information about what children know and can do at the beginning of the academic year. This baseline isn't designed to determine their starting point on the programme because in Rocket Phonics the class is taught as a whole and differentiation is provided within each lesson through supporting and stretching individuals as necessary. This is also useful for any child joining the class part way through the year so the teacher can establish any gaps in knowledge and skills that they may need to teach.

Formative assessment is ongoing throughout daily and weekly teaching as the teacher observes children's participation in lessons. End of Half-Term Assessments (Appendix 2) are used as ongoing

assessment trackers. A folder is kept with copies of the assessments for each child and the teacher ticks off the items as they see them embedded and applied by the children with confidence.

Summative assessment End of Half-Term Assessments are provided for the end of each six-week teaching block for children that are at risk of not keeping up without close monitoring and support rather than every child.

At the end of each Pupil Practice Booklet (Appendix 3) are two assessments (A and B). Children can complete them (or one of them) informally as a whole-class lesson activity rather than 1:1. This encourages children to engage with their own sense of achievement and progress. They can be used instead of, or in addition to, the End of Half-Term Assessments.

In Reception and Year 1, at the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment).

Children identified in Reception and Y1 who are in danger of falling behind are immediately identified and daily 'keep up' sessions are put in place – sessions follow the Rocket Phonics programme.

Pupils in Y1 sit the Phonics Screening Check in the summer term.

Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.

Children who are in Y2-Y6 and need 'catch up' sessions are assessed through teacher's ongoing formative assessment as well as half termly summative assessments. There are also books in the reading scheme that address this issue for extra support e.g. dual banded books.

Intervention

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives and differentiated success criteria.
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups.

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Home Readers

From early phonics development to fluency, Collins Big Cat is our whole-school programme that provides complete support for primary reading. It delivers effective phonics with fully decodable

books, which allows children to foster a love of reading with hundreds of levelled readers covering a range of fiction and non-fiction genres. Teachers choose books that relate to the sound taught in that session. Parental involvement is expected and we ask that pupils are read to and heard read at home using the appropriate level phonics books that are sent home. Workshops are held to encourage and enable quality parental involvement. The language rich learning environment, visually and orally, aids pupil development. Before school 'Early bird' interventions are offered to children who need additional support.

Appendix 1

Blending

Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam.

Consonant

The letters of the alphabet (apart from the vowels a, e, i, o and u).

Consonant digraph

A digraph that is made up of two consonants (sh in shop).

CVC words

An abbreviation for consonant-vowel-consonant. This is a simple way of indicating the order of the graphemes in words. For example, it (VC), cat (CVC), bench (CVCC).

Digraph

A grapheme made up of two letters that makes one sound (sh in fish).

Grapheme

A grapheme is simply a way of writing down a phoneme. A grapheme can be one letter (s), two letters (ir), three letters (igh) or four letters in length (tough).

Grapheme-phoneme correspondences (GPCs)

Knowing your GPCs means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling. Conversely, it also means seeing a grapheme and knowing the phoneme that relates to it, which is important for reading.

Phoneme

The smallest unit of sound in a word. There are around 44 phonemes in English and they are represented by graphemes in writing. Phonemes are usually shown as symbols between two forward slashes. For example, /b/ or /ch/.

Segmenting

Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it! For example, the word jam is segmented into the sounds j-a-m.

Split digraph

A digraph that is split between a consonant (a-e in make). A split digraph usually changes the sound of the first vowel. For example, compare the pronunciation between hug and huge.

Tricky words

Words that are commonly used in English, but they have complex spelling patterns which make them difficult to read and write. For example: said, of and was.

Trigraph

A grapheme made up of three letters that makes one sound (igh in high).

Vowel

The letters a, e, i, o and u.

Vowel digraph

A digraph that is made up of two vowels (ea in sea).

Appendix 2

Y1 End of Half-Term 1 Assessment

Name: _____ Date: _____

Letter-sounds for reading

i	i-e	ie	y	o-e
ow	oe	o	y	ey

Words for reading

find	lime	pie	fly
hope	glow	silly	keys

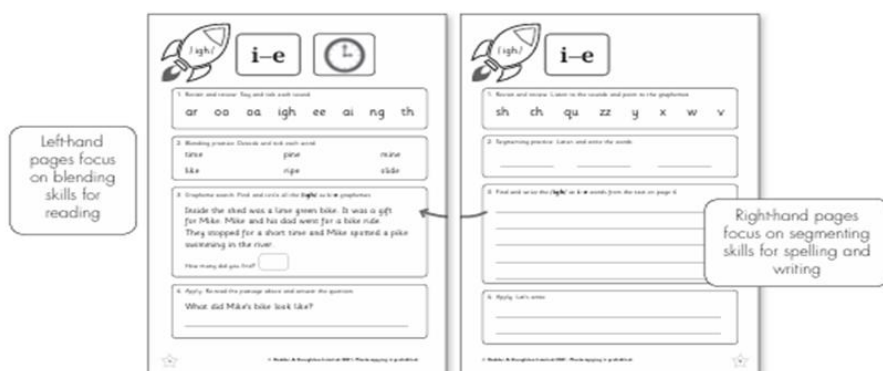
Common exception words for reading

some	one	said	come	do	so	were
when	have	there	out	like	little	what

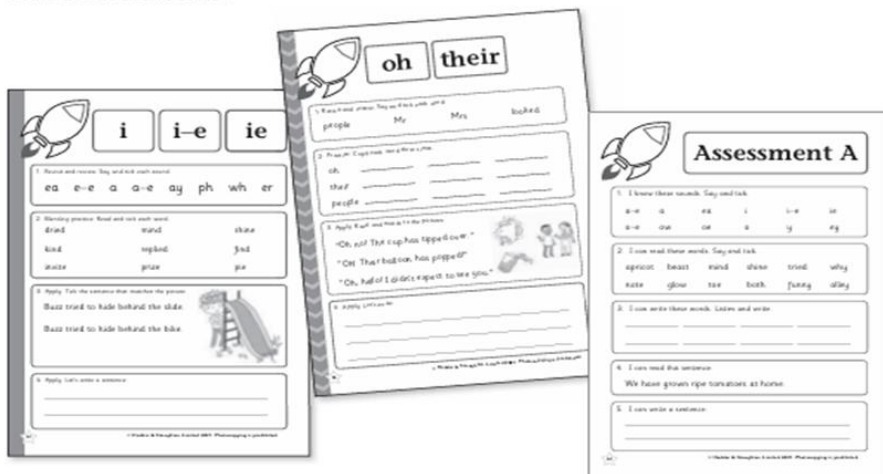
Sentence for reading

Mike the donkey tried to open the gate.

Appendix 3



There are also review and common exception words pages, and two mini-assessments at the end of each booklet.



Appendix 4

i-e

/igh/



time

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The Sounds Mats can be printed out and laminated for reference on classroom tables.

ow snow ue statue blue au astronaut or world	oe toe ew news screw aw strawberry eer deer	o piano er herbs oul should ere here there	ie pie ey key ir bird a father are square	y spy happy u unicorn push ou cloud soup shoulder al palm ball four colour	o-e rope u-e cube flute oy toy ear ear earth bear ore shore
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