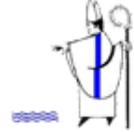




St. Paulinus Catholic Primary School

“Inspiring all to live, learn and love in the light of Jesus.”
(I am the light of the world; whoever follows me will never walk
in darkness but will have the light of life.” cf John 8:12)



Phonics and Early Reading Policy

Responsible Governor Committee: Committee

Version control

Version number	Date	Revisions made	By who?	Approval date
V1	19/03/2021	New Policy	C.Bentley	
V2	07/09/2021	Update to phonics scheme	C.Bentley	

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'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

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School Mission

"Inspiring all to live, learn and love in the light of Jesus"

The governors and staff of St. Paulinus School commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for each child in school and according to their needs and affirming their achievements.

Purposes

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject and to promote understanding of the curriculum.

Policy statement

At St Paulinus Primary we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Love for Reading' culture.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'



Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At St Paulinus, we follow the Floppy Phonics teaching programme across the EYFS and Key Stage One.

Floppy Phonics is a rigorous, systematic, synthetic programme that has been approved by the Department of Education for the teaching of Phonics. The programme offers practical guidance and multi-sensory resources to support the teaching and learning in school and at home.

The programme follows a 7 part structure over two sessions each day equating to a 50 minute daily phonics lesson.

Session 1

Part 1	Revisit and Review (On carpet)	A recap of the letter/sound correspondences that have already been taught.	<ul style="list-style-type: none"> • Review taught letter/sound correspondences with flashcards • Say the sounds speedily • Use the picture to reconnect.
	Teach (On carpet)	Introduce the new code they are learning.	<ul style="list-style-type: none"> • Say the new sound • Connect the sound with the picture • Read the sound on the flash card • Practice reading the sound and connecting to the picture • Slot it in your review pile of flashcards and see if they can spot it and read it. • Model oral blending (This code is used in words like..... j u g – jug • Point to the code on the alphabetic code chart • Model reading the words on the flashcard • Children to practice to the point where they can automatically say without sounding out.



			<ul style="list-style-type: none"> Review the previously taught words, use look, spot, say and read.
Part 2	Word Talk Time (On carpet)	Using the interactive whiteboard, show the children the image of the new taught sound and code on the screen	<ul style="list-style-type: none"> Say the new sound again and show them the code on the interactive board Read the sound – MT/YT Look at the image carefully- Can you spot anything in this image with this sound? Recall what you can see – model saying the sounds and oral blending for each word, MT/YT New vocab and meanings – synonyms, homophones etc. Make connections with previous taught sounds Finish with reading the words – a stronger child be the teacher?

Session 2 –

Part 3	Practice time (At tables)	Using floppy phonics worksheet children to reinforce the sound, read words.	<ul style="list-style-type: none"> Model how to READ the sound/code again at the top of the sheet – MT/YT j j j j j is for jug Children point to the code and connect with the jug picture Teacher models how to read the words on the worksheet – MT YT (look at word, say the sounds, orally blend and read the word) build up to word blending at each stage Practice together first and then children do on their own Children practice reading the words on their own over and over again no stopping Teacher stops and models how to tick the sounds they think they know and can read and circle the words sounds or words they can't Children practice again and tick the sounds and words in pencil Teacher 'works the room' assessing and listening by ticking in pen to check above the words or row for older children
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			<ul style="list-style-type: none"> • Children then work in partners to read the words to each other – you do, I do • Teacher STOPS after enough practice time reading • Teacher then models how to write the code on the board • Children air write to practice the movement and then practice on the sheet, saying the sound as they write the code, j for jug, j for jug, j for j • Once they've done that they can draw a picture to connect with that code • Teacher supports slowest progress children's transcription at this stage • Finish the practice with review of sounds on the bottom of the worksheet – is this automatic?
Part 4	Spelling practice time (At tables)	In exercise books children to practice spelling some of the words with the new code.	<ul style="list-style-type: none"> • Say the word slowly and drag out the sounds to segment (sound to print) • Say the word again and use left hand, fist facing forwards, to count on fingers the sounds, thumb first! • Model drawing the grapheme lines <hr/> <ul style="list-style-type: none"> • Say the word again using your fingers then children write.... • After children have had a go, model writing the sounds in the code/word j u g • Children DO • Then teacher models how to write the full word underneath with one line • Children do • Repeat this with a few words with the new code • Review previous code spellings here? Around 6 words altogether
Part 5	Apply (10 minutes)	Reading time	<ul style="list-style-type: none"> • Using the cumulative texts in the Planning and Assessment book, children then practice reading with taught letter/sound correspondences • These sheets could be stuck in phonics books ready to go • Children practice before reading any tricky/helpful words – word hunt and grapheme underline first?



			<ul style="list-style-type: none"> • Children read the text with their partners – I do, you do using their fingers under the words to read • They keep re-reading to build accuracy and fluency • Teacher works the room to assess • Get children to read aloud and practice their storytelling voices • Discuss and answer questions orally about the text, word choices etc.
Part 6	Apply (10 minutes)	In books children to write the words /sentences dictated.	<ul style="list-style-type: none"> • Children then have a go at writing the dictation/copy/self-dictate • Can they say the sentence, hold the sentence and write the sentence? • Encourage children to use spelling fingers for graphemes and codes • Use the grapheme tiles to support • Use charts on tables
Part 7	Consolidate		<ul style="list-style-type: none"> • This takes place on a Friday each week and can look different each week and in each class. This lesson focuses on what the children need to consolidate from the week.

All Year One children take the ‘Phonics Screening Check’ - a statutory assessment required by legislation. This takes place each year in June. The children will have completed past papers as summative assessments throughout the school year.

Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the ‘Phonics Screening Check’ and obtain a pass mark.

SEND and Inclusion

Floppy phonics caters for the needs of all children, including those who for whatever reason, are often left behind in whole class scenarios or who simply need more time to embed learning and concepts to long term memory. The resources are carefully coordinated to provide daily, precise and explicit step by step teaching with repetition and revision. Targeted interventions alongside quality first teaching, good routine training and thign quality learning environments ensure that no child is left behind.

Floppy phonics resources have words of different lengths and structures from the onset providing challenge for all. There is no need to create multiple ability groups in the class working on different levels of the programme.



Synthetic phonics is particularly essential for children with dyslexia and any intervention should take the form of additional teaching and learning opportunities in Floppy’s Phonics and the synthetic phonics teaching principles/rather than a change of teaching programme and methods.

Children who still do not obtain the required level set by the ‘Phonics Screening Check’ will continue to receive targeted phonics support throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme. The interventions will be monitored and tracked. The child will be discussed with the SENDCo and placed on an IEP if not already done so.

Assessment

Each lesson the teacher/ETA completes formative assessment activities to ensure all children have a good understanding. Those children who do not show a good understanding of the current/ previous sound, then they will be worked with that day.

After each floppy phonics lesson/ group of lessons children are assessed on their phonics ability and a tracker completed. These can be assessed by all staff members so that they can see where gaps are in children’s learning and work together to fill those. These are collected fortnightly by the reading lead and an assessment meeting is held with the phonics reading lead, head teacher and assessment lead.

Each half term a floppy phonics assessment is carried out 1:1 with the child and class teacher. A grid is completed and submitted to the Jerry Clay English hub. If data is low support will be given.

Each term a practice phonics screening check is completed. Data is given to the academy trust and the English hub.

Phonics is discussed as part of the termly pupil progress meetings.

When a child has passed the phonics screening check they will complete the Hertfordshire reading age test, termly. Reading ages are inputted onto the school assessment system (O’Track)

In addition children in Year 1, 2 & 3 complete a summative reading assessment.

	Baseline	Autumn	Spring	Summer
Reception	EYFS Baseline	Teacher Assessment	Teacher Assessment	Early Years Profile
Year 1	Past Phonics Assessment	Past Phonics Assessment	NFER	NFER



				Phonics Screening
Year 2	Past SATS paper	Past SATs paper	past SATS Paper	SATs Paper
Year 3	Past Yr 2 SATs paper	NFER	NFER	NFER

Classroom Environment

Each classroom in EYFS, Year 1, Year 2, KS1 intervention room and Lower KS2 intervention room will display the Floppy Phonic freeze, alphabetical code poster and tricky word poster.

In addition EYFS will display an alphabet letter formation poster.

Children will have access to an individual alphabetic code poster which they can use in their writing lessons to support with spelling. EYFS has a slightly adapted version of this. Year 1 will use this version until spring term.

Each EYFS and KS1 class have a set of the large floppy phonics flash cards. These are also available in a smaller version for intervention and to be sent home for children to practice.

In EYFS, phonics games will be out in the provision. Each area displays key vocabulary to develop language and Early Reading as well as mark making resources to develop early writing. Adapted Floppy Phonics mats should be readily available for children to use to develop independence. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

KS1 and KS2 children will have access to an individual copy of the alphabetical code poster or an adapted Floppy Phonics sound mate to support their spellings skills in all subject lessons.

Phonics should be referred to throughout all lessons and not just during the individual phonic lessons.

Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme at St Paulinus. We have a range of books which have been organised to match the children’s phonics ability. Children take home a variety of resources to consolidate their phonics knowledge and develop their fluency in reading.

Children in Reception, Key Stage One and where appropriate in Key Stage 2 have access to either phonic sound cards or a phonetically decodable book. We also have some Oxford Reading Tree books which children can take home for an adult to read to them to develop their vocabulary, love of books and verbal comprehension.



The decodable books which are sent home are always below where the child is currently at in their phonic ability; therefore children can focus on fluency. It is encouraged that this book is read at home daily and as often as possible in school, with the lowest 20% of children being heard daily readers. The book is changed once a week.

All children have access to Bug Club online so they can access further books at their reading ability.

1:1 Readers

For a child who is working outside of year group expectations:

These children should be heard read daily by the class teacher and teaching assistant over the week.

The sessions will follow the following structure:

- Session 1 – Flash Cards (use assessment tracker from teachers)
- Session 2 & 3 – Blending words (Mix it up intervention <https://www.youtube.com/watch?v=BUJ6YUGFiw>)
- Session 4 & 5 – child to read a book with the sounds in from session 1 / 2 & 3. This maybe a decodable book from the reading scheme or a floppy phonics teaching book.

There are no comprehension questions in these reading sessions. The focus is on phonics and fluency. The flash cards should be the same as the floppy phonics ones used in class.

For a child who is in the lowest 20% of the class/ year group:

These children should be heard read daily by the class teacher and teaching assistant over the week.

The sessions will follow the following structure:

- Session 1 – Flash cards and some HFW/ Tricky words that may appear in books.
- Session 2, 3, 4 – Read book – No comprehension – Just fluency
- Session 5 – Read book with some comprehension.

For a child who is reading at the expected stage for their year group/age:

These children should be heard read 2 or 3 times a week by the class teacher and teaching assistant over the week.

The focus may still be on phonics and fluency, but if reading beyond oxford turquoise band then the focus will include comprehension – Use blooms/Vipers/Question Strands.



Intervention

To ensure that the gap in children's understanding does not widen a variety of interventions will take place.

Wrist bands:

If child is still unsure of sound / word at end of a 1:1 reading session a wrist band will be applied. This will allow the child to see the sound all day, gives the class teacher/ ETA immediate feedback and allows the rest of staff in school and parents to support the child with their learning.

Same day intervention:

This intervention will take place on the same day as the phonic lesson. If children have not shown understanding of the sound/sounds that day then the same lesson but a shortened version will be repeated in the afternoon.

Flash Cards:

For Children in Year 1 and children who will retake their phonics screening test in year 2 children will be shown a variety of flash cards to reinforce their phonics sounds. This maybe 1:1 with an adult or as a whole class in addition to their phonics session.

Wrist bands:

Following a phonics lesson or a 1:1 reading session, if a child is still not confident with a sound learnt or how to read a certain word then this will be placed on a paper wrist band and worn for the rest of the day. All school staff are aware of what these are and will ask children what the sound or word is continuously throughout the day. These then go home for parents to see too.

TutorMate:

TutorMate is a reading programme for emerging readers. Selected pupils will be supported by volunteers from local and national businesses using an online reading programme called TutorMate, which is run by an educational charity called Innovations for Learning. TutorMate helps to give pupils additional reading practice and boost their enjoyment of reading. Tutors work with their pupils once a week for 30 minutes during the school day. The tutors call the classroom and communicate with a child using a shared internet platform and a voice connection. The only software programmes the child will have access to are the Innovations for Learning stories and games. TutorMate does **NOT** allow students free access to the Internet or use video. Innovations for Learning ensure that all tutors have a current Enhanced DBS check and Safeguarding training before reading with children. Parental consent is given for this before children can access.



Homework & Parental Involvement

Parental involvement is key in the acquisition of Phonics. A reading morning is held for Year 2 and KS2 parents in the Autumn Term.

A 'Fun with Phonics' morning for Reception and Year 1 parents is held in the Spring term and there is an additional Parents meeting for the Year 1 parents regarding the phonics Screening Test.

To reinforce the teaching in school, children take home a range of decodable books and resources to share with parents. These may be; a decodable phonic book, to practise reading stories and different text types, some sound or word flash cards to consolidate their understanding and practise blending words, picture sheet from the phonics lesson, to practise the sounds and letters taught in class or a story for an adult to read to the child and discuss, to develop an understanding of different text types, a range of vocabulary and comprehension skills. The decodable phonic books have notes on the inside and back covers to help parents know how to share them with their child. Reading books are to be returned every day to school, but will only be changed once a week. Parents are encouraged to listen to their child read for a short time every day.

Children in EYU and Year 1 have a piece of weekly phonic homework which consolidates the sounds covered in class that week.

Year 1 & 2 have a weekly spelling test. The words are collated from the phonic lessons that week. Lists of 10 words are sent home linked to the phonics lessons that week and may include high frequency/common exception words. Five words are selected by the class teacher to be tested in class as part of the consolidation lesson on a Friday.

Each child has a variety of suitable resources sent home to practice and consolidate their phonic sounds and reading fluency. These are sent home with a home reading record and which parents are encouraged to record in each day/time they practice / read.

Included on the home reading record are a series of word lists these are words from the reception/ Year 1 and Year 2 word lists and Tricky words. Children will be given a set to practice at home and will be assessed on in school and moved up when they can sight read and apply them in their reading.

Training

All teachers and teaching assistants including 1:1 support staff complete the Floppy Phonics training provided by Jerry Clay. Any new staff will have access to this training too.

Weekly team practice sessions take place with KS1 staff and any member of staff delivering phonics in KS2. These are led by the phonics reading lead and are a mixture of reminders, shared good practice, modelling and videos from the Oxford Owl Floppy Phonics Training resource.



Policy Monitoring and Review

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

This policy was produced in March 2020. It was reviewed in September 2021.

It was shared with all staff in April 2020 and the updated version in October 2021.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Phonics Subject Leader, on behalf of the Head Teacher and Governors.