



Rationale

At St Hilda's Primary School we have high expectations of all children and the aim of the phonics policy is to ensure they have a firm foundation on which to build their reading skills. Phonics is taught systematically every day in the Early Years and Key Stage 1 classes. In Key Stage 2, the approach is carried on in spelling sessions and also intervention programmes for children who have still not met the expected standard. High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It helps secure the crucial skills of word recognition that enables children to read fluently, allowing them to concentrate on the meaning of the text. Our aim is for children to become confident and independent readers who gain both pleasure and insight from reading



Phonics Curriculum and the Oldham Pledge

Pledge 4: To actively look for and pursue reading opportunities.

Pledge 2: To attend regular enrichment activities beyond your place of learning.

Guidelines

- At St Hilda's we use the Storytime Phonics programme with Reception and Y1 children.
- Nursery pupils and those children who have not yet met the expected standard in Y2 and Y3 follow the Letters and Sounds approach as outlined in "Letters and Sounds": Principles and Practice of High Quality Phonics, found in the Primary National Strategy 2007.
- Class teachers have the responsibility for planning the learning of the children in their class. Support is provided through the training videos, lesson plans and resource notes provided by the Storytime Phonics scheme.
- Phonics sessions are led by a trained, competent person (teacher, wherever possible) in a whole class setting
- Support staff are positioned in amongst the children at the carpet session, modelling to and supporting identified pupils
- Support staff may then be required to work with identified groups of pupils, embedding the learning, as directed by the class teacher
- Resources are kept in , and should be returned to the purple boxes outside Badgers class
- Although the materials provided suggest joining letters, in line with our school handwriting policy, this is not a requirement until Y2

Monitoring, Assessment and Tracking

- Termly assessments have been provided by the Phonics Lead (N Leadbeater) and can be found in TSS. Results of this should be passed to the phonics lead for analysis
- Y1 pupils (and those in Y2/3 who have yet to meet the expected standards) use a previous year's screening test as distributed by the Phonics lead) Results should be passed to the phonics lead for analysis.
- The Tracking documents provided in TSS also need to be completed half termly (End of each term for Nursery Pupils)
- The test analysis and tracking sheets provide our evidence base for external moderation, if required.
- The phonics lead will provide opportunities to be observed as lead practitioner and may observe other colleagues as needs are identified.
- Phonics training and updates form part of the PDM planning cycle. Staff new to phonics will be given support by the phonics lead and may be signposted to further relevant training, if appropriate

Conclusion

This policy will be reviewed regularly in light of priorities identified in the School Development Plan

