

# St Paul's Church of England Primary School Oswaldtwistle



## Phonics Policy

*'Don't let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity (1 Timothy 4:12).'*

2025

Agreed by Governors:

Introduction

*'Working, learning, playing and worshipping together'*

At St. Paul's, we believe that reading is one of the most important skills children learn from the moment they begin their learning journey at our school. We want our children to love reading – and to want to read for themselves. This is why we put our efforts into making sure St. Paul's pupils develop a love of books as well as learning to read by using their knowledge of phonics. At St. Paul's, we use Red Rose Letters and Sounds phonics programme. The intent behind Red Rose Letters and Sounds is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

We know the part that high quality phonics teaching and learning provides in developing early reading, writing and spelling skills. Phonics is accessible to all children and is taught in such a way to help children know, remember and understand more. Through daily phonics teaching pupils are taught the skills they need to read quickly and skilfully. They are taught to look closely at the sounds individual letters or groups of letters make in words and use this to decode words to read or segment words to spell.

Through structured, systematic and synthetic phonics teaching that is engaging and interactive, we intend for our pupils to be able to:

- Recognise, say and write all phonemes within each phase
- Use their phonic knowledge to orally 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

### Organisation

Throughout EYFS and Key stage 1 the children are grouped according to their phonic phase. Groups on average are no bigger than 8-10 especially in the earlier phonic phases. This allows teaching to be very specific to their needs and their abilities. Phonics takes place every day at 10.35 and children come in from the yard straight to their phonic area where resources are set up and easily available. Children return to classes at 11 o'clock giving them just over their 20 minutes of discrete phonic teaching each day.

The progress made by the children within the groups is discussed with their class teacher on a weekly basis. Meetings also take place half-termly involving all staff who teach phonics in order to discuss groupings and for staff to receive any additional support and training, if required.

While all children learn at different paces we endeavour to follow the timeframe given in Lancashire 'Red Rose Letters and Sounds'. Throughout the first few weeks of Reception, phase

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1 is recapped. Children then start phase 2 with the aim to begin phase 3 at the end of the Autumn term. Every effort is made to complete phase 4 by the end of the Summer term. Children are introduced to 'tricky words' and 'common exception words' and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1.

The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and are ready to begin 'Red Rose Spelling' upon entry into Year 2. They should have plenty of practice in recognising 'Alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children in Year 2, who did not pass their phonics screening test in Year 1, will continue to have access to high quality daily phonics lessons at their phonics level to ensure they catch up.

### Curriculum

At St Paul's, we follow the Lancashire 'Red Rose Letters and Sounds' document principles and practice across the EYFS and Key Stage One. The Red Rose Letters and Sounds programme includes:

- Overviews for each phase with termly expectations
- Word banks that directly match the teaching of focus graphemes
- Additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- Comprehensive daily planning following revisit / review, teach, practise, apply
- Carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling

Application opportunities planned throughout to ensure blending and segmenting of words and sentences

- Regular consolidation and assessment points to support the identification of children on track and those falling behind

In Key Stage Two interventions are based around the gaps identified through teacher assessment and Lancashire 'Red Rose Letters and Sounds/Red Rose Spelling' is used to support tailored intervention sessions.

### Assessment

In the EYFS and KS1: we assess pupil progress using Phonics assessment sheets for each phase and plot the children on a Phonics tracker grid each half term. This is discussed in pupil progress meetings and further interventions are put in place where needed. As the children in Year One progress towards the Phonics Screening Check, Year 1 pupils are given practice papers to identify specific skills or any gaps in learning.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will receive support and take part in 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. Those children who do not obtain the required level set by the 'Phonics Screening Check' will be supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

### Classroom Environment

In each classroom, there is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats should be available in every lesson to support children's early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught. These working walls should be updated regularly. Phonics mats are readily available in all areas.

The outdoor learning environment provides opportunities to consolidate learning and both the indoor and outdoor environment is rich in print.

### Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school has invested in a reading scheme to support children to apply their phonic knowledge and skills, as well as developing their reading comprehension. Reading books that match the code allow children to consolidate and apply their phonics knowledge. They are organised in line with the Lancashire 'Red Rose Letters and Sounds' scheme and children are matched to books that include the graphemes and tricky words the children have been taught. This makes it easy for teachers, parents and children to choose a text that has been matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught.

In EYFS and Key Stage One we recognise the importance of hearing children read individually so endeavour to ensure that each child reads to an adult in school every day. This is carried out by Teachers, Teaching Assistants, Governors, Students and volunteers.

Children across the school visit the library once a week to choose a book to read for pleasure.

Homework Parental involvement is key in the acquisition of Phonics. Phonics and spelling homework is set in Reception and across Key stage 1. Phonics Workshops take place in Reception and Year 1 at different points across the year to enable parents to support their children when reading or writing at home.

Phonics Lead

Emma Procter

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