

Church of the Ascension CE Primary School Phonics Policy



Our School Vision: Learn with Love, Flourish in Faith

Do everything in love (1 Corinthians 16:14).

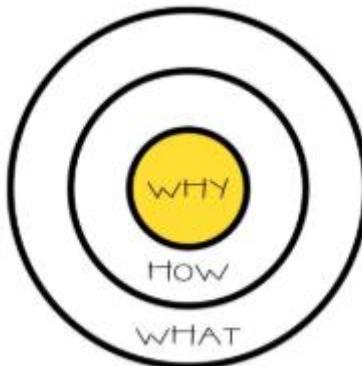
As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

Curriculum Drivers

Resilience: <ul style="list-style-type: none">Ability to apply themselves to all of the stages of phonetic acquisition.Take pride in learning to read and write.To be able to read to an audience.To be able to write for a variety of purposes.	Independence: <ul style="list-style-type: none">To begin to decode with increasing independence.To acquire other skills associated with reading, such as inference, prediction and summary.To choose and access a book to look at independently and show enjoyment in the text.
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	<ul style="list-style-type: none"> • To be able to listen to and enjoy stories, recognising sounds and words learnt.
Aspiration: <ul style="list-style-type: none"> • To identify as a reader. • To identify as a writer. • Aim high and reach potential. 	Appreciation: <ul style="list-style-type: none"> • To appreciate the process of learning to read and write. • To appreciate written texts and to begin to read for pleasure. • To enjoy sharing books with each other and with adults.

Our Approach to the Teaching and Learning of Phonics



This policy outlines the approach to phonics teaching and learning at Church of the Ascension C.E Primary School. It is designed to ensure a consistent, high-quality, and effective phonics programme (Essential Letters and Sounds) across the school, enabling all students to become confident and proficient readers and writers.

Subject Intent

- To provide a systematic and structured approach to phonics teaching, aligned with current best practises.
- To enable all students to develop strong phonic knowledge and skills, allowing them to decode and encode words effectively.
- To foster a love of reading and writing in all students.
- To identify and support students who are at risk of falling behind in phonics.
- To ensure consistent implementation of the phonics programme across all year groups.
- To actively engage parents and carers in supporting their child's phonics learning.
- To close the attainment and progress gap for Disadvantaged Pupils.

Subject Implementation

- Phonics Programme: We use Essential Letters and Sounds. This programme is a systematic, synthetic phonics programme that is aligned with the DfE's criteria for validated phonics programmes.
- Teaching Approach: Phonics is taught daily in Reception and Key Stage 1. Pupils still requiring support in Key Stage 2 will also have daily phonics input. Lessons are fast-paced, engaging, and multi-sensory. Lessons follow a consistent structure: revisit, teach, practise, apply.
- Whole class teaching: we teach phonics as classes with the expectation that all children can master the content. Where needed, some pupils may receive additional 1:1 or small group, same day interventions.
- Assessment: Students are assessed regularly to monitor their progress in phonics. We use daily observations, Phonics Tracker and Phonics Screening Assessments to track and monitor progress of children. Assessment data is used to inform teaching and to identify students who need additional support.
- Intervention: Students who are at risk of falling behind in phonics receive targeted interventions. Interventions are delivered by trained staff and are tailored to meet the individual needs of the student. We aim to support children in keeping up, rather than catching up.
- Reading Books: Students read books that are matched to their phonic knowledge and skills. Books are carefully selected to ensure that they are decodable and engaging.
- Writing: Students are encouraged to apply their phonic knowledge to their writing. They are taught to segment words into sounds and to represent those sounds with graphemes.
- Environment: The classroom environment is print-rich and supportive of phonics learning. Displays include phonic charts, word banks, and examples of student writing.
- Transition: Effective transition arrangements are in place to support students as they move from Reception to Year 1 and from Key Stage 1 to Key Stage 2.

- Resources: The school provides a range of high-quality resources to support phonics teaching and learning. These resources include phonic programmes, reading books, and assessment materials.
- Parental Involvement: Parents and carers are actively involved in supporting their child's phonics learning. The school provides workshops, meetings, and resources to help parents and carers understand the phonics programme and how they can support their child at home.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- New staff members promptly receive training to maintain consistency with existing practices.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, prompt cards and "How To" videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading and Phonics Lead and SLT regularly monitor and observe teaching; they use the summative data during Pupil Attainment meetings to identify gaps in learning and children who need additional support.

Subject Impact

- The Phonics Lead monitors the quality of phonics teaching across the school through lesson observations, book scrutinies, and student interviews.
- Student progress in phonics is tracked regularly using assessment data.
- The effectiveness of interventions is evaluated to ensure that they are meeting the needs of the students.
- The phonics policy is reviewed annually to ensure that it is up-to-date and effective.
- The Headteacher reports to the Governing Body on the impact of the phonics programme on student outcomes.
- Subject leaders will need dedicated time and support to complete this work. In particular, leaders should ensure that assessment approaches are not overly onerous on staff. This will enable leaders to have a clear and accurate picture of pupils' learning in all subjects and enable pupils to make even more progress.

Training and Professional Development

- All staff receive initial training on the phonics programme.
- Ongoing professional development is provided to ensure that staff are up-to-date with the latest research and best practices in phonics teaching.
- The Phonics Lead attends relevant training courses and conferences.
- Staff are encouraged to share their knowledge and expertise with colleagues.

Equal Opportunities and Inclusion

- All students have access to the phonics programme, regardless of their background or ability.
- Students with SEND receive targeted support to help them access the phonics curriculum.
- The phonics programme is adapted to meet the needs of students who are learning English as an additional language (EAL).
- We follow the school's inclusion policy to ensure that every pupil is valued, supported and nurtured to reach their full potential.

Communication

- This policy is communicated to all staff, parents, and carers.
- The school website provides information about the phonics programme.
- Parents and carers are kept informed about their child's progress in phonics through regular communication.

Review

This policy will be reviewed annually by the Phonics Lead and the Headteacher. The review will take into account the latest research, best practices, and guidance from the DfE and OFSTED.

Legal Framework and Guidance

This policy is informed by the following:

- The Education Act 2002
- The National Curriculum in England
- The Department for Education's (DfE) guidance on phonics teaching
- The OFSTED inspection framework
- Equality Act 2010
- SEND Code of Practice