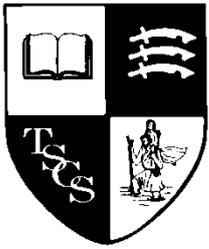


# THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



## Academy Trust - Special School

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### THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST PHONICS POLICY – PRIMARY AND SECONDARY SCHOOL

**First written:** April 2012

**Revisions:** January 2015, September 2015, May 2018

#### MISSION STATEMENT

*It is our school mission that high-quality phonic work is delivered in a personalised, accessible and multi-sensory way to enable all pupils to achieve expected progress.*

#### AIMS

*(outlined in 'The phonics and early readers; an overview', Primary Framework for literacy, Primary National Strategy 2006)*

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically thus freeing them to concentrate on the meaning of the text.

Children at The St Christopher School Academy Trust will be given the opportunity to develop their decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

To achieve this, practitioners and teachers are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop higher order comprehension skills.

#### PRINCIPLES OF HIGH-QUALITY PHONIC WORK AT THE ST CHRISTOPHER SCHOOL ACADEMY TRUST

The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

Beginner readers should be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.



LOtC Mark (Gold)

Learning Outside the Classroom



Southend-on-Sea



High-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- it is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress
- it is taught separately within Literacy lessons on a daily basis\*, and discretely across the curriculum.
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

*\*EYFS, Key Stage One and Key Stage Four Groups 3 and 4 may not have a discrete phonics session everyday, but phonics is embedded within IEP work and functional activities in all subjects.*

## **LETTERS AND SOUNDS**

*(outlined in 'Letters and Sounds: Principles and Practice of High Quality Phonics) Primary National Strategy 2007)*

Letters and Sounds is designed to help practitioners and teachers to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading. Although Letters and Sounds is designed as a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage 1, we continue this approach across the Key Stages, relevant to the needs and progress of the learners.

At The St Christopher School Academy Trust the six structured phases are followed broadly to accompany the Primary National Strategy's pace and progression. However, in Letters and Sounds the phases are deliberately porous so that no children are held back or unduly pressured to move on before they are equipped to do so.

## **EARLY YEARS FOUNDATION STAGE AND KEY STAGE ONE**

EYFS pupils begin their phonics journey by developing a range of skills through the teaching of Phase 1 of Letters and Sounds. Activities focus on general sound discrimination, rhythm and rhyme, voice sounds, alliteration and the oral blending and segmenting of sounds. When appropriate, children are introduced to phonics using a multi-sensory approach. Teachers take a personalised approach when teaching phonics and although the majority of pupils may be working in Phases 1-3, some pupils may work within Phase 4 or Phase 5.

## **KEY STAGE TWO**

Key Stage Two children are streamed into literacy groups according to their overall ability in English. Pupils have 3-5 phonics sessions per week. These take place for approximately 10-15 minutes of their Literacy lesson. Some pupils are recapping and reinforcing knowledge of Phases Two through to Phase 6. Where children are working beyond phase 6, phonic sessions are used to work on National Curriculum spelling rules. In Nurture groups, phonics is delivered through a multisensory approach to Literacy and sessions are delivered according to the individual needs of the children.

## **KEY STAGE THREE**

Pupils in Key Stage Three, who require phonics instruction, complete the Letters and Sounds phase that is relevant to them. Teachers and Learning Support Assistants work with children in small groups. The approach to phonics is personalised and multi-sensory, and a variety of complementary tools are used to reinforce learning.

## **KEY STAGE FOUR**

Pupils in Key Stage Four, who require phonics instruction, complete the Letters and Sounds phase that is relevant to them. Teachers and Learning Support Assistants work with children in small groups. The approach to phonics is personalised and multi-sensory, and a variety of complementary tools are used to reinforce learning.

## **ADDITIONAL AND COMPLEMENTARY RESOURCES USED ACROSS THE SCHOOL**

Education City  
Read Write Inc.  
Phonological Awareness Training  
Jolly Phonics  
Oxford Reading Tree  
Story Street  
Phonicsplay.co.uk  
Espresso Primary Phonics

## **CLASSROOM ENVIRONMENT**

Where possible, teachers are developing the classroom environment to have an age appropriate display concentrating on both sounds and key words.

## **ASSESSMENT AND MONITORING**

All Key Stages used teacher based assessments, using tools relevant to their children but underpinned by the objectives in the Letters and Sounds framework. All Key Stages use the BSquared assessment tool to record, monitor progress in phonics.

## **NOTE**

In addition to phonics, pupils complete sight vocabulary activities as a wholly phonic approach has proven too complex for some of our pupils.

## **LINKS WITH THE NATIONAL CURRICULUM**

Within the core literacy sessions, teachers plan and deliver the objectives outlined in the Literacy Framework where relevant during daily literacy and guided reading sessions. Strands five and six are particularly relevant to the development of phonics.

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