

THE FEDERATION OF GUARDIAN ANGELS' AND OUR LADY OF LOURDES RCPS PHONICS POLICY

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2024	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of The Federation of Guardian Angels' and Our Lady of Lourdes RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

Within the Federation of Guardian Angels' and Our Lady of Lourdes RCPS, 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 'Reading for Pleasure' culture.

We provide a high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims and outcomes

By the end of Key Stage One, children will be taught:

- Aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- How to segment and blend as decoding skills provide a sound foundation for reading, writing and spelling.
- To use phonic awareness across the curriculum.
- The 44 phonemes within the English language.
- To recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- Strategies to identify and decode 'tricky words.'

Teaching and learning of Phonics

When children begin their Reception journey, consideration needs to be given to the settings children have been in, in their nursery year. In the early years we need to focus on what is pedagogically and developmentally appropriate for very young children.

Being literate with ease and success depends upon a range of knowledge, skills, understandings and attitudes that are developed before, and underpin, explicit, formal, literacy teaching.

Reception and Year 1

Children are grouped by their entry assessment and ability to read sounds, decodable words and nonsense words. The assessments are rotated so that the children show their ability to apply their reading knowledge.

Children are assessed half termly and ongoing assessments means that groups are constantly adjusted to ensure the best progress for each child.

Depending on the amount of staff, the team of Reading Teachers (Class Teachers and Teaching Support Staff) take different ability groups.

Staff in Reception begin by teaching new sounds and developing the handwriting style (recommended in the Read Write Inc. scheme).

The Read Write Inc. scheme guides Reading Teachers to encourage children's progress through modelling and participation.

Reading: Sounds are taught in succession of appropriately matched reading texts. Children read the story three times. On the first read they focus on accurate word reading; the second, on developing fluency; and the third, on comprehension. Fluency and comprehension increase with each repeated reading.

Writing: Children write simple graphemes and words early on to build on their success. Writing every day, the children rehearse out loud what they want to write. Pupils use their phonics knowledge to accurately spell and write individual words.

Year 2

Some children in Year 2 will continue with the Read, Write, Inc. scheme until they can read fluently (90 words per minute). Children are expected to complete the Read, Write, Inc. scheme by the end of Spring 1.

Key Stage Two

Children who need further support with Reading will access 1:1 or group intervention depending on their individual needs. Interventions include Fresh Start, precision teaching and onset and rhyme.

Phonics Expectation of Progress

	Reception children can	Year 1 children can	Year 2 children can
End of Autumn 1	Read single letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks
End of Autumn Term	Recall all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring Term	Read Red Storybooks	Read Yellow Storybooks	
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all Set 3 sounds	
End of Summer Term	Read Green or Purple Storybooks	Read Blue Storybooks	

Cross-curricular links

Phonics shares links with the following subjects:

- English: development of literacy skills through reading, writing and oracy

- Maths: accessing reasoning questions
- RE: reading scripture and producing written responses
- Computing: emails and word processing
- Geography: reading and understanding information; written responses
- History: reading and understanding information; written responses
- Science: reading and understanding information; written responses
- Art and Design: reading and understanding information; written responses
- Design and Technology: reading and understanding information; written responses
- Music: reading and understanding information; written responses
- P.S.H.E.: reading and understanding information; written responses

Assessment

At Guardian Angels' and Our Lady of Lourdes, children in Reception and KS1 are assessed each half term using the online assessments on the Read, Write, Inc. Portal. Data is then added to a grouping grid where individual progress can be tracked.

Formative assessment

Through daily assessment of reading (Review Speed Sounds and Review Green Words) and conversations between the Reading Leader and Reading Teachers, children may move groups to further support their phonic ability. Children who need to 'Keep Up not Catch Up' are given daily 1:1 Fast Track Tutoring.

Summative assessment

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Towards the Phonics Screening Check, Year 1 pupils will be given practice papers in February and April to identify specific skills or any gaps in learning. Those who do not meet the pass mark will be given support and intervention in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark.

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In phonics sessions, pupils will record their learning in their Speed Sound Books – for writing graphemes and focus words

Roles and responsibilities

Executive Headteacher

The Executive Headteacher (with the support from the Head of School) will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject

- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Reading Teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all children in Phonics. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Reading Teachers will plan lessons so children with SEN and/or disabilities can access Phonics teaching, wherever possible, and ensure that there are no barriers to every pupil achieving. Reading Teachers will adapt and modify their planning and resources to meet the needs of each child.

Reading Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in History.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy

- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.