



**St John
and St Nicolas
Schools Federation**

**For the good of all
through curiosity,
creativity and love**

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1.2				

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St John and St Nicolas Schools Federation
Phonics Policy

Federation Vision

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Curriculum Statement

Our federation is a journey for all of our children from the Early Years Foundation Stage to Year 6 and beyond. Our curriculum aim is for children's time with us to prepare them for life after our schools. Each child in our schools is recognised as an individual with their own ambitions, needs, skills and aspirations and it will be our schools' role to support and challenge each individual to achieve these.

Our curriculum will allow all children to develop the key skills of reading, writing and maths through a broad and balanced curriculum providing a wide range of experiences. Throughout our schools, we will promote equality and diversity and will provide every opportunity for children to develop resilience, confidence and enthusiasm, so becoming imaginative, creative and independent learners able to make informed decisions. Our rich curriculum, complemented by our nurturing approach will allow all our children to develop emotionally and spiritually.

We value all aspects of the school curriculum and will ensure our curriculum encompasses spiritual, moral, social, cultural, emotional and physical education.

How Phonics fits into our Federation Curriculum

We are committed to providing great reading provision and developing pupils' proficiency in, and love of, reading. We ensure that all children have the skills, knowledge and understanding to become confident and enthusiastic readers and writers. We believe that high-quality phonics teaching improves literacy levels and gives all children a solid base on which to build and develop their reading habits so that they read widely and often for reading and information.

Through daily, systematic and consistent high-quality phonics teaching, children learn to blend and segment words for reading and spelling. To allow our children to develop a strong phonic awareness and effective blending, decoding and comprehension skills, we have chosen to use a DfE Validated synthetic phonics programme (SSP) called FFT Success for All Phonics from FFT.

The programme supports our intentions to teach children to read and write independently so that they are able to access a broad and exciting curriculum and flourish as learners throughout their time at our school.

Curriculum Organisation and Content for Phonics

Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned and celebrate their achievements. It follows the teaching principles of:

- Revisit and Review
- Teach and Model
- Practise and Apply
- Celebrate Achievement and Assess

Time is incorporated to allow for consolidation so that children can secure their skills, knowledge and understanding. The programme is underpinned by a set of seven core principles designed to support all teachers and children.

Core principles:

- Systematic Progression
- Regular Assessment
- Early Intervention
- Multisensory Approach
- Co-operative Learning
- Application of Skills
- Reduced Workload and Collegiate Approach

Reading materials have been designed to support rapid and sustained progress and are well-matched to the scope and sequence of the programme.

A synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending are incorporated into the teaching and learning materials. Lessons are planned so that children build on their skills sequentially and systematically and can be adapted and modified to meet the needs of the children accordingly.

Spirituality in Phonics

Spirituality can be explored in every subject. In phonics, this can be through understanding the patterns in reading, which enables children to develop skills to understand the wonder of the world.

Inclusion, Support and Challenge

Children who require further additional support are identified using a range of assessment

information and will be supported through small group or one-to-one interventions such as Tutoring with The Lightning Squad, a reading tutoring programme where pupils work in small groups with a member of staff to improve their reading skills. The activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics.

Assessment

We use FFT's Reading Assessment Programme (RAP) to highlight strengths and identify areas of weakness in children's key reading skills. This information informs planning and helps to pinpoint the reading skills that need development, whether through catch-up intervention or whole-class teaching. Thereby 'plugging those gaps' and securing children's reading skills as they move through the schools.

Statutory assessment

We prepare children well to take the DfE Phonics Screening Check. This screening check confirms whether the child has met the appropriate phonics standard in Year 1 and can be used diagnostically to identify areas that need further attention going forward. Children who do not meet the required standard will continue their phonics lessons so that they are ready to retake the screening at the end of Year 2.

Monitoring

We monitor impact through the assessment data we obtain and through monitoring of practice.

Analysis of data informs practice and supports ongoing developments in early reading so that all children master the skills, knowledge and understanding required to be confident and fluent readers.

Lesson observations, shared pedagogical dialogue, shared best practice and an ongoing commitment to achieve the very best for all our pupils make for impactful practice.

We set expectations high and measure the impact against these expectations. Our findings are built into action planning and are part of our continual cycle of improvement.