



Phonics at St. Michael's CE Academy

We believe Reading is an essential skill that enables access to the whole curriculum and Phonics is our starting point.



Intent—We aim to....

Deliver daily high-quality Phonics sessions by staff who are confident in their subject knowledge and have the ability to adapt sessions away from our validated scheme when necessary.

Provide Phonics sessions in line with our school handbook and chosen scheme, ensuring consistency of practice and language throughout the whole school. All adults and children are expected to use correct terminology when referring to segmenting, blending, phonemes, graphemes, digraph, trigraph etc.

Provide children with books that are closely matched to their Phonetic abilities and the phase they are secure within. Children are encouraged to read at home daily so that they can apply and practice their Phonetic skills.

Support children in catching-up quickly by providing additional Phonics interventions and assessment throughout Key Stage 1 and beyond, where needed.

Ensure the highest possible number of children pass the Phonics Screening Check at the end of Year 1 by setting high expectations that are aspirational and achievable.



Implementation—How do we achieve our aims?

Through a systematic approach



Our phonic sessions allow children to develop a strong awareness of blending, segmenting and decoding. We have chosen to use a DFE validated scheme 'Bug Club Phonics' as our systematic, synthetic approach, however our staff have a strong subject knowledge and will adapt resources to best meet the needs of their children. Our school handbook sets out clear expectations and progression throughout the Phonics Phases. Daily Phonics sessions occur from the beginning Reception to the end of Autumn Term in Year 2. For the vast majority, children are secure within Phase 5 by the end of Key Stage 1.

Access to appropriate books

As part of our Phonics program and development of early reading, children are provided with high quality texts through Bug Club to match their Phonetic ability ensuring pupils have the opportunity to apply their phonic knowledge.



Rigorous assessment



Embedded into our Phonics program is regular assessment, which is carried out at the end of each phase. This identifies pupils who are ready to progress and those who need additional Phonics interventions.



Impact—How will we know we have achieved our aims?

Nursery

Phase 1
Developing speaking and listening skills.

Reception

Phase 2
Single grapheme to phoneme correspondence

Year 1

Phase 3
Introduction of consonant and vowel digraphs

Phase 4
Consolidation of reading and spelling using digraphs including CVCC and CCVC words.

Year 2

Phase 5
Alternative phonemes and graphemes

Years 2- 6

Phase 6
Using range of prefixes and suffixes

Intervention
No daily Phonics teaching as children move to whole class reading. Intervention groups for pupils who need further support.