

St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson



Phonics Policy

March 2025

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VERSION CONTROL		
DATE	AUTHOR	CHANGES
17/03/25	M Price	Added version control Updated values

Phonic Policy

Vision and Values

Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;
- acting with humility and without entitlement;
- supporting those experiencing suffering and sadness – in our community and beyond.

"Let all that you do be done in love." (1 Corinthians 16:14)

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Aims

Our Vision and Aims: "Broadening horizons with love, laughter and learning."

At St Mary Magdalene C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

"For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope." (Jeremiah 29:11)

At St Mary's the worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Therefore, we aim to:

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- Develop the curriculum to address the needs and extend the fascinations of **all our** children
- Build curiosity and excitement through rich first-hand experiences and visits
- Nurture the aspirations and hopes of our children so they can achieve highly
- Cultivate children's wider interests through high quality extra-curricular opportunities
- Ensure that all children make good or better progress
- Facilitate high quality training for staff to equip them with the skills to ensure that our children flourish.
- Develop children's collaboration skills
- Ensure that children have a strong voice in every aspect of school life
- Create an open and honest environment where both children and staff are encouraged to take risks, make mistakes and learn from them
- Afford special provision to ensure equity for children with disabilities or special educational needs
- Recognise that mistakes are part of human experience, therefore we will have a robust approach to dealing with situations when things go wrong.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2024) 'Early years foundation stage statutory framework For group and school-based providers'
- DfE (2023) 'The Reading Framework'

This policy has due regard to the most recent version of the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy
- St Mary's (2018) 'Writing Assessment Framework' and 'Reading Assessment Framework'
- Homework Policy

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of English, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all phonic-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

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- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of Phonic in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' reading and writing skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop reading and writing throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

Curriculum Progression and Sequencing

- Phonic provision is delivered through the systematic phonic programme 'Rocket Phonics'.
- Rocket Phonics comprises of teacher led big books and flashcards, practise online games and an individual child's practice booklet. Teacher Guide 1 is followed in Foundation and Teacher Guide 2 is followed for Year 1. The programme consists of weekly overviews, individual session plans and resources. Children in Foundation stage work through booklets 1-3 and children in Year 1 work through booklets 4-6. Phonetically plausible reading books are used to support the phonic session and are sent home on a weekly basis. These books match the phoneme-grapheme representations that have been taught. A baseline assessment tracker is completed at the beginning of each teacher guide.
- Phonic sessions are taught daily for 30 minutes and are led by the class teacher and a teaching assistant.
- Children in Year 2 who did not pass the phonic screening check will access Phonic based interventions.
- Children in need to 'keep up' will be identified each day and take part in a focused intervention in the afternoon.

Assessment, Marking and Feedback

- Assessment should be carried out in line with the school's Assessment Policy and Effective Marking and Feedback Policy.
- At St Mary's, staff ensure that they follow the weekly outlines and individual session plans provided by Rocket Phonics.

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- Assessments will be made during the session and will impact on any 'keep up' interventions required.
- Planning will be clearly annotated to inform subsequent sessions and interventions. Interventions will be identified during the session and 'keep up' interventions are taught that day with specific children.
- Summative assessments will be completed every half term with completion of assessment tracking provided by Rocket Phonics and in Year 1 phonic screening materials will be used half termly.

Planning

Daily Phonic Sessions

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Phonics is taught as a discrete lesson five times per week.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear balance between reading, writing and active application within each session
- Long term, medium term and short-term planning is provided through the Rocket Phonics programme and will be followed in clear, sequenced order following the guidance provided.
- Planning for each stage and phase is provided. The adult leading that session is expected to annotate and revise aspects of the plan accordingly.
- All children will access the phase relevant to their year group stage, unless there is a specific need. Children who need additional intervention will be identified daily and a 'keep up' intervention used that day or following day.
- All lessons will have clear learning focus, which are shared and reviewed with pupils.
- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- As a dyslexia friendly school, teachers will use a selection of the following strategies to support children when reading texts: mixed ability pairs, displaying key words with pictures, pre-teaching topic vocabulary. They will also support children to record their ideas through use of writing frames, word banks and WAGOLs, if applicable.
- At the end of the week children will take home a phonetically plausible book to match the sounds they have been taught. These will be changed weekly, during the Thursday session, by the adult who leads their group.

Appendices

Please follow the hyperlinks to the following documents:

- **Appendix 1:** [DfE 'The Reading Framework'](#)
- **Appendix 2:** [Rocket Phonics Teacher Guide 1](#)
- **Appendix 4:** [Rocket Phonics Teacher Guide 2](#)
- **Appendix 5:** [Rocket Phonics TG1 Assessment](#)
- **Appendix 6:** [Rocket Phonics TG2 Assessment](#)
- **Appendix 7:** [Rocket Phonics TG1 Daily Session Plans](#)

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- **Appendix 8:** [Rocket Phonics TG2 Daily Session Plans](#)
- **Appendix 9:** [Rocket Phonics TG1 Weekly Plans](#)
- **Appendix 10:** [Rocket Phonics TG2 Weekly Plans](#)
- **Appendix 11:** [Rocket Phonics SEND Guidance](#)