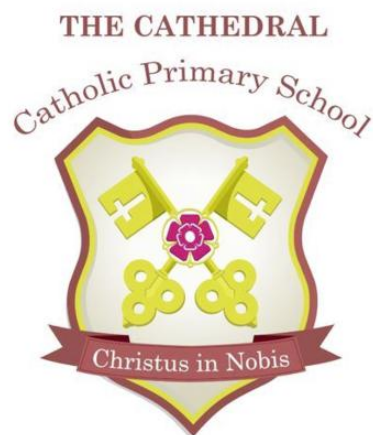


Phonics Policy

The heart of the wise makes his speech judicious and adds persuasiveness to his lips. Gracious words are like a honeycomb, sweetness to the soul and health to the body. Proverbs 16:23-24



*Unlocking Potential Together
in Faith and Love*

At The Cathedral Catholic School we are safe and cared for; we make Christ known and loved, using his example to strive for excellence in all we do. In close partnership with parents and the parish of The Cathedral and St Thomas More, we aim to deliver an outstanding and distinctive Catholic education with Christ at its heart.

Each person's unique value is recognised and nurtured so that, through God's grace we can grow, learn and realise our full potential. We use our gifts and talents for the glory of God and in the loving service of others, proclaiming the Gospel and striving for the values of the Kingdom of God.

We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Phonics at The Cathedral Catholic Primary School

We plan, deliver and assess phonics using The Cathedral Letters and Sounds. At the beginning of Reception children will revise phase 1 work and begin phase 2 and work through phases 3 and 4. Year 1 will begin phase 5 and Year 2 will begin phase 6. This is the minimum expectation and groups often work at a faster pace than this.

Phonics is taught discreetly and on a daily basis. In the morning, The Cathedral Letters and Sounds is taught to various phonics groups in EYFS/KS1. Cathedral phonics posters are displayed where the children are taught and referred to throughout the session. Tricky words are also displayed there for reference. Decodable words are displayed in blue and tricky words are displayed in yellow to help children determine the difference. Both are in the Nelson handwriting font. Children are taught in their class group with the emphasis being 'keep up not catch up'. In the afternoon children get a phonics boost in their year groups which is pitched at the national expectation.

Sounds and Sequence of Learning

Children will start completing phonics lessons as soon as they start reception. As children start reception, they will recap phase 1 phonics skills. They will then complete phase 2, 3 and 4 phonics over the year.

In year 1, children will recap the phase 4 skills and then complete phase 5 over the year.

The sequence of learning can be found in Appendix 1.

Each sound in Phase 2 and 3 has an action attached to it. The actions can be found in Appendix 2.

Recording of phonics

The children record their phonics learning in a phonics book. Some lessons are additionally recorded in English skills books. Phonics activities occur during guided reading sessions and in continuous provision (R and Year 1). Children are encouraged to use their phonics to spell unknown words throughout all lessons.

Phonics Throughout the Classroom

Specific phonics activities could be included within continuous provision in Reception and Year 1. However, an adult should be based at these activities to ensure that no misconceptions are occurring.

Reading and writing activities should be included throughout provision for children to access independently.

Each class will have a "Password" on the door which children should say to enter and exit the class room. This will progress across KS1 as follows:

- Reception: a sound or tricky word
- Year 1: a phonetically decodable word or tricky word (this could include a nonsense word but this should be indicated with a picture of an alien)

- Year 2: A word containing taught spelling patterns or a tricky word.

Phonics at Home

Each child will have a phonics pack in their book back. Whenever a new sound or tricky word is taught in school, this will go in the phonics pack. These can then be practiced at home alongside reading at home.

Assessment

All children will be assessed on phonics tracker. Teachers can use this as regularly as they want to support children's learning but all children must be assessed at the end of every term.

www.phonicstracker.com/

The English subject will complete a practice phonics screening tests with Year 1 and any Year 2 children who did not pass the phonics screening test, three times a year (November, January and May) to help children get ready for the phonics screening test.

Interventions

Each term children will be assessed using Phonics Tracker. Daily interventions take place for children not meeting YGE. Bounce back phonics is used for Year 2 who didn't pass the Phonic screening check in addition to whole class phonics. Bounce back phonics is used in KS2. Fast Track phonics will be in Reception and Year 1.

Children who need interventions will have short a 1:1 intervention using the intervention packs from 8.45-9.00am when they come into school with a TA. Using the phonics intervention packs in the drawers.

To close any gaps, daily reading 1-1 reading will be done. During these sessions, children will practice their phonics flash cards with an adult.

All interventions will be recorded on a class intervention check list.

Phonics Boost

Phonics boost will be a whole class revision session of what has previously been taught in class with the aim for children to keep up, not catch up. This will take place daily in the afternoon for 5 minutes.

Phonics Lesson Non-Negotiables

In the example lesson (Appendix 1), non-negotiables are highlighted in **yellow**.

1. I say, you say, we say three times
2. Decodable words displayed on a blue background and tricky words displayed on a yellow background.
3. Segment, stretch and blend to read words.
4. Every time a new word is segmented and blended in a caption, children should go back to the beginning of a caption to practice fluency skills
5. Every phonics lesson should contain at least one nonsense word.

6. Every phonics lesson, children should read and write captions and their phonics ability.
7. The lowest 20% in the class will work with a teacher during the apply section of the lesson

Structure of a Lesson

An example of a lesson plan and an example lesson can be found in appendix 3 and 4. A blank plan can be found in appendix 5.

Revisit

Using the flashcards, show children previously taught sounds and tricky words. Pick out any misconceptions as you go using an I say, you say, we say three times

Teach

The teach should follow the hear it, say it, see it, write it structure with an I say, you say, we say 3 times, using hand gestures to show who is saying it.

Children should be taught to read and write using the new phoneme

Practice

Children have the opportunity to practice the skills they have been taught in the teach section.

Apply

Children apply what they have been taught in context.

Appendix I: Cathedral Primary Letters and Sounds Sequence of Learning

Reception

Term	Week	Phase/Sounds	Tricky Words	Book Drawers
Autumn 1	Week 1	Phase 1	N/A	Lilac
	Week 2	Phase 1	N/A	Lilac
	Week 3	Phase 2 – s, a, t, p	N/A	Lilac
	Week 4	Phase 2 – i, n, m, d	N/A	1
	Week 5	Phase 2 – g, o, c, k	l	2
	Week 6	Phase 2 – ck, e, u, r	go	3
	Week 7	Phase 2 – h, b, f, ff,	to	4
Autumn 2	Week 1	Phase 2, l, ll, ss	the	5
	Week 2	Phase 2 consolidation		5
	Week 3	Phase 2 consolidation	into	5
	Week 4	Phase 2 consolidation	consolidation	5
	Week 5	Phase 2 consolidation	P3 – are	5
	Week 6	Phase 2 consolidation	me, be	5
	Week 7	Phase 2 consolidation	We, he	5
Spring 1	Week 1	Phase 3 – j, v, w, x	my	6
	Week 2	Phase 3 – y, z, zz, qu	they	7
	Week 3	Phase 3 – ch, sh, th, ng	she	8
	Week 4	Phase 3 – ai, ee, igh, oa	you	9
	Week 5	Phase 3 – oo/oo, ar, or, ur	all	10
	Week 6	Phase 3 – ow, oi, ear, air	her	11
	Week 7	Phase 3 – ure, er	was	12
Spring 2	Week 1	Phase 3 – ure, er	was	12
	Week 2	Phase 3 consolidation	consolidation	12
	Week 3	Phase 3 consolidation	consolidation	12
	Week 4	Phase 3 consolidation	P4 – like	12
	Week 5	Phase 3 consolidation	P4 – there	12
	Week 6	Phase 3 consolidation	P4 – what	12
Summer 1	Week 1	Phase 3 consolidation	P4 – said	12
	Week 2	Phase 3 consolidation	P4 – by	12
	Week 3	Phase 3 consolidation	P4 – some	12
	Week 4	Phase 3 consolidation	P4 – come	12
	Week 5	Phase 3 consolidation	P4 – do	12
	Week 6	Phase 3 consolidation	P4 – so	12
Summer 2	Week 1	Phase 4 – Adjacent Consonants	P4 – were	13/14
	Week 2	Phase 4 – Adjacent Consonants	P4 – out	13/14

	Week 3	Phase 4 – Adjacent Consonants	P4 – have	13/14
	Week 4	Phase 4 – Polysyllabic Words	P4 – little	13/14
	Week 5	Phase 4 – Polysyllabic Words	P4 – when	13/14
	Week 6	Phase 4 – Polysyllabic Words	P4 – one	13/14

Year 1

Term	Week	Phase/Sounds	CEW Words	Book Drawers	Guided
Autumn 1	Week 1	Phase 3/4 consolidation	consolidation	13/14	
	Week 2	Phase 3/4 consolidation	consolidation	13/14	
	Week 3	Phase 3/4 consolidation	consolidation	13/14	
	Week 4	Phase 3/4 consolidation	consolidation	13/14	
	Week 5	ay (day), ou (about), ie (tie), ea (eat)	Mr, Mrs, People	15	Eric the Pie Rat (-ing)
	Week 6	oy (enjoy), ir (girl), ue (blue), ue (cue), aw (claw)	Looked, called, asked	16	The Royal Chopper (-ed, -ing, -al)
	Week 7	wh (which), ph (dolphin), ew (flew), ew (stew)	Oh, their, could	17	Neat and Clean (-ed, -ing)
Autumn 2	Week 1	oe (toe), au (Paul), a-e (made), e-e (swede)	Water, where, who	18	Keeping Water Clean (-ed, -ing, -'s)
	Week 2	i-e (time), o-e (stone), u-e (flute), u-e (cube)	Again, thought, through	19	Mr White's Whiskers (-ed, -ing, -'s)
	Week 3	i (find), o (both), o (other), c (cell), g (ginger)	Work, mouse, many	20	A Peanut Butter Treat (-ed, -ing, -'s)
	Week 4	u (music), ow (snow), ie (chief), ea (bread)	Laughed, because, different	21	Different Kinds of Music (-ed, -ing)
	Week 5	er (fern), ch (school), ch (chef), a (want), a (acorn)	Any, eyes, friends	22	Willow Saves the Day (-ed, -ing)
	Week 6	e (remind), y (try), y (baby), ou (group), ou (touch)	Once, please	23	The Scooter Contest (-ed, -ing, -'s)
	Week 7	Consolidate: ee (street), ea (cream), ie (field), e-e (theme), y (baby),	Teach: ey (key)	I'm, I'll, let's 24	Jake the Snake (- ed, -ing, - 's)

		e (remind)				
Spring 1	Week 1	Consolidate: ee (street), ea (cream), ie (field), e-e (theme), y (baby), e (remind), ey (key)		Small, great, before	24	We Need Bees (-ing)
	Week 2	Consolidate: oo (spoon), ew (flew), u-e (flute), u-e (cute)	Teach: ui (fruit)	Jumped, stopped, pulled	25	Fruit (-ed, -ing)
	Week 3	Consolidate: Ai (train), Ay (day), A_e (made), A (acorn)	Teach: ey (grey), eigh (neigh), ea (steak)	Gone, we're	26	Celest and the Crystal Bracelet (-ed, -ing, -'s, -es)
	Week 4	Consolidate: lgh – flight le- tie Le (time) Y – try l – find		consolidation	26	Let's Go Running (-ed, -ing, -es)
	Week 5	Consolidate: oa (float), ow (snow), oe (toe), o-e (stone), o (both)	Teach: ol (cold), oul (shoulder)	consolidation	27	Joe's Gold (-ed, -ing, -'s, -es)
	Week 6	Consolidate: ow (cow), ou (about), oi (coin), oy (boy)	Teach: ough (plough)	consolidation	28	The Tap Tap Kids (-ed, -ing, -'s)
Spring 2	Week 1	Consolidate: ar (farm), u (cup), oo (good)	Teach: a (father), al (half), oul (could)	consolidation	29	Stone Soup (-ed, -ing, -es,)
	Week 2	Consolidate: or (fork), aw (claw), au (Paul)	Teach: oor (door), ore (more), al (walk), our (four), oar (roar), augh (caught), ough (thought)	consolidation	30	Travel and Transport (-ing,)
	Week 3	Consolidate: ur (fur)	Teach: or (work)	consolidation	31	A Messy Mystery

		ir (girl) er (germ)	ear (learn)			(-ed, -ing, -'s)
	Week 4	Consolidate ear (clear)	Teach eer (cheer) ere (here)	consolidation	32	The Moon Bean (-ed, -ing, -'s,)
	Week 5	Consolidate air (chair)	Teach ear (bear) are (share) ere (where)	consolidation	33	How will you get there? (-ed, -ing, -es)
	Week 6	le (uncle), al (medal), se (cheese), ze (freeze), s, (unusual), si (vision)		consolidation	34	The Singing Chef (-ed, -ing, -'s)
Summer 1	Week 1	kn, (knee), gn (sign), wr (wrist)		consolidation	35	The Elephant's Child (-ed, -ing, -'s)
	Week 2	Consolidate: g (magic) c (place)	Teach: ge (large) dge (fridge) se (house) ce (pence) sc (scent) st (listen)	consolidation	36	Foxes (-ed, -ing, -es)
	Week 3	Consolidate: ch (chef)	Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	consolidation	37	The Rubbish Robot (-ed, -ing)
	Week 4	mb (thumb), ve (love), tch (catch), ture (picture)		consolidation	38	Monkey Mischief (-ed, -ing, -'s)
	Week 5	consolidation		consolidation	38	
	Week 6	consolidation		consolidation	38	
	Week 6	consolidation		consolidation	38	
Summer 2	Week 1	consolidation		consolidation	38	
	Week 2	consolidation		consolidation	38	
	Week 3	consolidation		consolidation	38	
	Week 4	consolidation		consolidation	38	
	Week 5	consolidation		consolidation	38	
	Week 6	consolidation		consolidation	38	
	Week 6	consolidation		consolidation	38	

Appendix 2: Sounds and Actions

Phase 2

s/ss	Move your hand like a snake and say 's'
a	Open your mouth to take a bit of an apple and say 'a'
t	Tap your teeth and 't'
p	Use your finger as a candle and blow it out gently by saying 'p'
i	Point your finger like your dotting the i and say 'i'
n	Put your arms out like a plane and say 'n'
m	Put your hand on your tummy and rub saying 'm'
d	Make your hand into a ducks beak, open and close saying 'd'
g	Brush your hair down and under saying 'g'
o	Draw a circle shape around your lips and say 'o'
c	Make your hand into a c shape and say 'c'
k	Point 2 fingers down and make them say kick saying 'k'
ck	Move your hands up like a rocket and say 'ck'
e	Cup your hands like you're holding an egg and say 'e'
u	Push your umbrella up and say 'u'
r	Put your paws up like a lion and say 'r'
h	Hold your palm out and exhale saying 'h'
b	Hold arms in front of you and rock them like you're rocking a baby saying 'b'
f/ff	Point a fireman's hose and spray foam saying 'f'
l/ll	Lick your lolly and say 'l'

Phase 3

j	Wiggle around like wobbly jelly and say 'j'
v	Hold your hands in a volcano shape then explode into a v shape saying 'v'
w	Hold your 3 middle fingers up making a w shape and say 'w'
x	Cross your arms in front of your chest and say 'x'
y	Nod your head up and down and say 'y'
z/zz	Buzz your fingers around your ears like bees and say 'zz'
qu	Put a crown on your head like a queen and say 'qu'
ch	Move your hands around in circles like a train saying 'ch'
sh	Put your finger to your lips and say 'sh'
th	Stick your tongue out between your teeth and say th
ng	Point to a ring on your finger and say 'ng'
ai	Move your fingers down like it's raining and say 'ai'
ee	Smile a wide smile and say 'ee'
igh	Point to your eye and say 'igh'
oa	Put your hand to your mouth in surprise and say 'oa'
oo	Put your hands together and open them like a book and say 'oo'
oo	Hold your nose and wave your hand like there's a bad smell and say 'oo'
ar	Put your hand over your eye like a pirate and say 'ar'
or	Move your hands up and down like your not sure what to choose and say 'or'
ur	Finger on chin and look confused saying 'ur' (long sound)
ow	Hold your arm and look in pain saying 'ow'

oi	Hand on hips and look cross, rudely saying 'oi'
ear	Point to your ear and say 'ear'
air	Move your hands like the wind and say 'air'
ure	Point to a person and say 'ure'
er	Use a fist and hammer your palm saying 'ur'

Appendix 3: Example Phonics Plan

Phonics Group: Reception Previously taught: Phase 2, j, v, w, x, y, z, zz, qu Teach new GPC's: ch, sh, th, ng Previously taught tricky words: Phase 2 Teach new tricky words,					
W Beg: 10/11	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ review	Flash cards with phase 2 sounds and tricky words	Flash cards with phase 2 sounds and tricky words	Flash cards with phase 2 sounds and tricky words	Flash cards with phase 2 sounds and tricky words	Flash cards with phase 2 sounds and tricky words
Teach	Teach: ch Follow 3 part example, Hear it, say it, see it say it, say it write it. Orally segment: much Picture word match: - chip - chin Read the alien word: Chep Read the caption: The rich chip Model writing the ch sound Model writing the word: rich	Teach: sh Follow 3 part example, Hear it, say it, see it say it, say it write it. Orally segment: hush Picture word match: - shop - cash Read the alien word: resh Read the caption: Ship in a shop Model writing the sh sound Model writing the word: shell	Teach: th Follow 3 part example, Hear it, say it, see it say it, say it write it. Orally segment: with Picture word match: - moth - thick Read the alien word: zoth Read the caption: Put both with them. Model writing the th sound Model writing the word: thin	Teach: ng Follow 3 part example, Hear it, say it, see it say it, say it write it. Orally segment: rung Picture word match: - sing - king Read the alien word: jung Read the caption: A big ring. Model writing the ng sound Model writing the word: long	Teach: ai Follow 3 part example, Hear it, say it, see it say it, say it write it. Orally segment: wait Picture word match: - pain - sail Read the alien word: shaig Read the caption: The rain is wet. Model writing the ai sound Model writing the word: bait

Practice	Write the ch sound Write the word: • chop • chill	Write the sh sound Write the word: • ship • shock	Write the th sound Write the word: • thud • bath	Write the ng sound Write the word: • pong • rung	Write the ng sound Write the word: • chain • mail
Apply	Write the caption: I can see a chick	Write the caption: I can see a fish	Write the caption: I can see a moth	Write the caption: I can see a fang	Write the caption: I can see a tail

Appendix 4: Example Phonics Lesson – Ch sound

Mix up flashcards or known sounds and tricky words. Teacher holds up the flash cards one at a time and the children say the sound. If there is a sound that children commonly make mistakes on:

Teacher says: ch

Children say: ch

Teacher says: ch

Children say: ch

Teacher says: ch

Children say: ch

Say the sound together in 3 different ways e.g. loudly, quietly, squeaky.

Teach new sound with **I say, you say, we say three times**. Say with the action for the sound.

Teacher says: ch

Children say: ch

Teacher says: ch

Children say: ch

Teacher says: ch

Children say: ch

Let's say the sound quietly together (all say ch)

Let's say the sounds loudly together (all say ch)

Tell your friend today's sound (children say ch to their talk partner)

Show the flash card of the new sound

Teacher says: ch

Children say: ch

Teacher says: ch

Children say: ch

Teacher says: ch

Children say: ch

Have some words written on the board on **blue paper** and some pictures that represent each of the words.

Model (Teacher only) reading the first word by:

1. Segmenting the word by putting sound buttons on and saying each sound as you do this (r-i-ch)
2. Stretch out each sound in the word to smooth read the word (rrrrriiich). Move your finger under each sound as you do this to facilitate this
3. Blend the word back together (rich). Clap your hands back together to show you are 'squashing' the sounds back together.

Ask the children which picture matches the word. As they are thinking model saying the word in a sentence to help children understand gain an understanding of vocab e.g. the man is rich because he has lots of money.

Ask the children to help you read the next word (same structure as above, segment, stretch and blend). And then match the picture. Ask the children to use the word in a sentence.

Have a **nonsense word** on the board on **blue paper**. Ensure there is an alien/monster next to it so children know this is a nonsense word. Ask children to read the word with the same structure as above (segment, stretch and blend).

Display a **caption** on the board with some pictures that could represent it. Children read the caption. Every time they segment and blend a word they should **go back to the beginning of the sentence** to practice fluency skills.

Model writing the new sound using the nelson handwriting website.

Ask children to practice writing the sound in their book.

Show a picture on the board with the new sound in. Ask the children what the picture is. **I say, you, say, we say the word three times:**

Teacher says: chip

Children say: chip

Teacher says: chip

Children say: chip

Teacher says: chip

Children say: chip

Say the sound together in 3 different ways e.g. loudly, quietly, squeaky.

Altogether, using robot arms, segment the word three times:

Ch-i-p chip

Ch-i-p chip

Ch-i-p chip

Then, **using fingers count the sounds in the word.**

Using the sound mat, model writing the word on the board.

Display another picture on the board. Ask the children what the picture is. I say, you, say, we say the word. Using robot arms segment the word three times (as above).

I say, you, say we say a caption containing the new taught sound and previously taught sounds and tricky words:

Teacher says: The big rich chip.

Children say: The big rich chip.

Teacher says: The big rich chip.

Children say: The big rich chip.

Teacher says: The big rich chip.

Children say: The big rich chip.

Say the sound together in 3 different ways e.g. loudly, quietly, squeaky.

Children write caption in their book.

Appendix 5: Blank Phonics Plan

Phonics Group Previously taught: Teach new GPC's: Previously taught tricky words: Teach new tricky words,					
W Beg: 10/11	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ review					
Teach					

Practice					
Apply					

