

Great Marsden St. John's Phonic Policy

Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

Our Mission

"We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE."

At Great Marsden St. John's (GMSJ), we follow the Red Rose Letters and Sounds Phonics Programme. In doing so we share the intent of the programme for our children.

The intent behind Red Rose Letters and Sounds is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

Red Rose Letters and Sounds

Attached to this policy in the link below are the Red Rose Letters and Sounds documents outlining the following:

- What is Red Rose Letters and Sounds?
- What is the intent behind Red Rose Letters and Sounds?
- What is included to implement Red Rose Letters and Sounds?
- How has Red Rose Letters and Sounds developed from the 2007 Letters and Sounds Handbook?
- Which reading schemes link to Red Rose Letters and Sounds?
- Is Red Rose Letters and Sounds validated or being submitted for validation to DfE?
- DfE - 16 essential core criteria published SSP programmes must meet - Red Rose Letters and Sounds
 - Self Validation

https://drive.google.com/file/d/16uWHVvWKJjGTDcQ4DqrrutLu_z0vJc7W/view?usp=share_link

Whilst following the Red Rose Letters and Sounds programme, there are aspects of the teaching of phonics that are tailored to the teaching at GMSJ.

All adults teaching phonic lessons must:

- provide fidelity and consistency to Red Rose Letters and Sounds
- deliver lessons as set out in Red Rose Letters and Sounds planning.
- be trained to the same high standard.
- use consistent strategies throughout school whilst blending. This takes the form of using sound buttons, following clearly from left to right and then sweeping under the word to ensure smooth reading.
- use consistent strategies throughout school whilst segmenting. This takes the form of using phonic fingers (non writing hand) combined with a clap. Phonic frames may also be used to record the graphemes.
- enunciate phonemes clearly and accurately
- use the three part teaching sequence with equal weighting: hear it and say it, see it and say it, say it and write it.

It is also recognised that high quality teaching must be consistent across the teaching of phonics with the 'Teach' section of the phonics lesson being the strongest part as this provides the new learning.

During the revisit and review section of the lesson, the emphasis is on using flash cards rather than playing games.

In the Apply section of the lesson, the emphasis is on reading and writing sentences rather than playing games. The Practise section of the lesson provides opportunities for children, through games, to practise the new learning in that lesson. These should be based on whole class read sentences or whole class dictated sentences.

In Reception, children who are not ready to access Phase 2 will embed the skills from Phase 1. This is focused on Oral Segmenting where no written text is used. Children hear a word and orally segment it into individual phonemes.

Our Reading Schemes have been closely matched to Red Rose Letters and Sounds Weekly plans.

This means that for each week of phonics, there are reading books which use the graphemes taught that week. These books are used in taught Guided Reading Sessions and then taken home by the child. In addition, a further book from that phase is also taken home by the child which is identified as a book that the child may need some support to read.

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