St Cyprian's Greek Orthodox Primary Academy

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO THE BEST THAT I CAN BE

Phonics Policy

Revised: July 2025

Reviewed and ratified by Full Academy Trust:

Date: 17/7/25

Signed: A Christou

Name: A Christou

Position: Chair of Education Committee

Date of next review: July 2027

Mission Statement

The aim of St. Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the national curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

The term 'parents' in this policy also refers to carers.

AIMS At St Cyprian's Greek Orthodox Primary Academy for phonics:

- to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the Academy
- to differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- to give children word work strategies that will enable them to become fluent readers and confident writers

These aims will be delivered by:

- Word work taught explicitly, frequently and regularly
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, children with English as an additional language, including gifted children, based on ongoing formative assessment that will inform summative judgements.

TEACHING and CURRICULUM CONTENT

In Foundation Stage and Key Stage 1:
The teaching of Phonics at St Cyprians Greek Orthodox Primary Academy will begin in Nursery with Phase 1 of Letters and Sounds (the Primary National Strategy 2007 Programme) followed by Jolly Phonics scheme, however from Reception the children will follow the Read,Write Inc programme

The Read Write Inc programme has 5 principles.

- Pace – children to complete the programme as quickly as possible, energetic and rigorous
- Praise – children learn more quickly when they are praised rather than nagged.
- Purpose – children fully understand what they are learning and why.
- Participation –*all* the children take part in *all* of the lesson.
- Passion – teaching should be larger than life to engage the children- the greater the passion the faster the process.

All teachers will seek to teach multi- sensory approaches to phonics taking account of the different learning styles including visual, auditory and kinaesthetic.
Teachers assessment of individual children will inform the rate at which their children are able to progress through the phases and adapt the pace accordingly.

Nursery will introduce Phase 1 of Letters & Sounds. High quality phonics sessions will be taught daily in Nursery where children will learn crucial speaking and listening skills that will prepare them for learning phonic knowledge and skills. This will include listening out for sounds around then and interpreting these sounds through speaking and listening which will inevitably develop and increase their language experiences. The planned activities will encourage them to talk a lot and therefore broaden their word knowledge and improve their command of dialogue.

High quality phonics sessions will continue in Reception becoming an integral part of their daily learning. Reception will reinforce the key elements of Phase 1 and introduce Phase 2 in the first Term of the academic year. This will allow the teachers to establish all the children's needs considering that not all the children coming to our Reception classes will be from our Academy Nursery.
Based on the teachers' formative assessments of the children toward the end of the first term, Read Write Inc. will be introduced. Each set of sounds are introduced to the children as outlined in the programme and as soon as the children can recognise some sounds they will begin to both blend sounds for reading (decode) and segment for spelling (encode).
When the full programme starts in year 1 phonics will be taught as part of a 30 minute session, starting with speed sound lessons. As soon as the children can recognise some sounds they will begin to both blend sounds for reading (decode) and segment for spelling (encode). Building on the speed sound lessons the children learn ditties and then move to reading longer story books and non-fiction texts.

Year 2 will build on the children's existing knowledge of the speed sound lessons and continue to introduce new sounds and words only when the teacher feels the specific children are ready. Given the diverse abilities of children it is important that all the sounds are embedded and the children have a sound understanding of the key knowledge and skills before continuing to the next phase of the programme. Year 2 phonics will be taught as part of a 30 minute session.
It is proposed that year 3 should carry on the teaching and learning of the Letters and Sounds programme. This to ensure that all children achieve the 6 phases of learning from the *Letters and Sounds* document and continue to apply and use their phonetic knowledge and skills throughout Key Stage 2.

All teachers:
* Should ensure that they are aware of individual children's needs through formative assessment which will be formally kept in a summative termly assessment record.
Assessment in the RWI programme takes place after each set of sounds are taught. Any child not making good progress on the programme will receive 1:1 tuition from either the Class Teacher or the Teaching Assistant, in addition to the daily phonics session, to ensure that no child is left behind.
* All teachers should formally assess their children's progress every 8 weeks and in- order to inform the terms planning. Assessment will be taken from the RWI handbook and transferred to the tracking document also found in the handbook. If additional support is deemed necessary to accelerate progress, the children will be sent in groups for focus group work with a phonics specialist HLTA.