

Carleton St Hilda's CE Primary School



Carleton St Hilda's Primary School Phonics Policy

Mission Statement

Our mission statement, 'Open hearts, open minds. Learning together with God.' underpins all the work that we do.

'I give you a new commandment. Love one another, as I have loved you.'
John 13:34

Rationale

At Carleton St Hilda's CE Primary School, we believe that reading is the key to unlocking children's learning and future success. We are committed to ensuring that every child develops the knowledge, skills and confidence to become an enthusiastic, fluent and independent reader.

We teach phonics through **Red Rose Letters and Sounds**, a systematic synthetic phonics programme developed by Lancashire County Council. The programme provides a consistent and progressive approach to the teaching of early reading, writing and spelling.

Our aim is that every child leaves Key Stage 1 as a fluent reader, equipped with the decoding skills needed to access the wider curriculum and develop a lifelong love of reading.

Intent

At Carleton St Hilda's, we are committed to providing every child with the strongest possible start to their reading journey, enabling them to become fluent, confident readers with a lifelong love of books.

To achieve this, we deliver a systematic, synthetic phonics programme based on the Letters and Sounds approach, using Red Rose Letters and Sounds. This structured and progressive programme enables children to learn new sounds quickly while providing regular opportunities to revisit and consolidate previous learning.

Through engaging daily phonics lessons, pupils develop a secure understanding of the alphabetic code and acquire the skills needed to decode words accurately, read with increasing fluency, and segment and spell words confidently. These foundations support children in becoming enthusiastic, capable readers and writers.

Although Red Rose Letters and Sounds is not a Department for Education validated phonics programme, as it is not linked to a single reading scheme publisher, we view this as a significant strength. It allows us the flexibility to select a wide range of high-quality, fully decodable texts from different reading schemes, providing our children with a rich and varied reading experience while ensuring that books are closely matched to their developing phonics knowledge.

At Carleton St Hilda's CE Primary School, we intend to:

- Deliver high-quality, systematic phonics teaching every day.
- Follow the **Red Rose Letters and Sounds** programme with fidelity.
- Ensure all children develop secure knowledge of grapheme-phoneme correspondences.
- Teach children to blend sounds to read words accurately and fluently.
- Teach children to segment words for accurate spelling.
- Develop children's confidence and enjoyment in reading and writing.
- Quickly identify pupils who require additional support and provide timely intervention.
- Ensure that phonics knowledge is applied across reading, writing and the wider curriculum.
- Foster positive attitudes towards reading through a rich reading culture.

Implementation

Teaching and Learning

At Carleton St Hilda's CE Primary School, phonics is taught using the **Red Rose Letters and Sounds** programme from Reception through to the end of Key Stage 1, with additional teaching continuing into Key Stage 2 where required.

Phonics lessons are taught:

- Daily.
- For approximately 20–30 minutes.
- At a brisk pace with high levels of participation.
- Using a systematic synthetic phonics approach.
- Through visual, auditory and kinaesthetic learning activities.

Each lesson follows the structure recommended by Red Rose Letters and Sounds, enabling children to:

- Revisit previous learning.
- Learn new grapheme-phoneme correspondences (GPCs).
- Practise reading and spelling words.
- Apply new learning in reading and writing.
- Review understanding.

Children are encouraged to participate actively through oral blending, segmenting, partner talk, reading and writing activities.

Review/Revisit	Review previous phonemes/graphemes taught, tricky words and any sounds that need to be recapped to secure learning.
Teach	- Explicitly teach a new phoneme and associated grapheme through the sequence 'hear it – say it', 'see it – write it'. - Teach blending and/or segmentation with the newly taught phoneme/grapheme. - Teach one tricky word highlighting the 'tricky part' of the word and strategies to remember this.
Practise	Engage the children in active learning giving them the opportunity to practise the phoneme/grapheme taught.
Apply	Allow the children to apply their phonics learning by listening to, reading or writing sentences or words where the new phoneme/grapheme is put into a real-life context.

Progression

Carleton St Hilda's follows the progression outlined in the **Red Rose Letters and Sounds** programme.

Phase 1 (Nursery and Reception)

Children develop listening and speaking skills through seven aspects of phonological awareness:

- Environmental Sounds
- Instrumental Sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

Teaching focuses on:

- Tuning into sounds
 - Listening and remembering sounds
 - Talking about sounds
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Phase 2 (Reception)

Children begin learning grapheme-phoneme correspondences and blending simple words.

They learn:

s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss

Words for Life

- the
 - I
 - to
 - no
 - go
 - into
-

Phase 3 (Reception)

Children learn additional digraphs and trigraphs and continue blending and segmenting – see the phonics long term overview.

Words for Life

- he
- she

- we
- be
- me
- was
- my
- you
- they
- her
- all
- are
- like
- said
- when
- have
- one
- come
- do
- so
- were
- some
- there
- out
- little
- what

Phase 4 (Reception)

Children consolidate learning by reading and spelling words with adjacent consonants and longer words – see the phonics long term overview.

Words for Life

- said
- so
- have
- like
- some
- come
- were
- there
- little
- do
- one
- when
- out
- what
- it's

Phase 5 (Year 1)

Children learn:

- Alternative pronunciations
- Alternative spellings
- Split digraphs
- Additional graphemes

See the phonics long term overview.

Children continue to develop fluency through increasingly complex texts while learning the Year 1 Common Exception Words.

Year 2

Children continue to apply secure phonics knowledge and will begin the Red Rose Spelling programme which provides a clear, carefully sequenced approach to teaching spelling from Year 2 onwards.

Children who have not yet met the expected standard continue to receive daily phonics teaching using the Red Rose Letters and Sounds.

Year 3 and 4

Children who need additional support to develop their phonics knowledge receive targeted intervention through the **Red Rose Bounce Back** programme. This is a structured 12-week intervention designed for pupils who have reached the end of Key Stage 1 without a secure understanding of phonics.

The programme provides focused, systematic teaching to revisit and consolidate previously taught grapheme-phoneme correspondences, blending and segmenting skills, and the application of phonics in reading and spelling. Sessions are delivered in small groups or on an individual basis, enabling teaching to be closely matched to each child's needs. Progress is monitored throughout the programme, using Phonics Tracker, to ensure children develop the confidence, accuracy and fluency needed to become successful readers and writers.

Writing

Reading is closely linked to phonics teaching.

Children read books that are fully matched to the sounds they have been taught, ensuring they experience success and develop fluency.

Adults model:

- Accurate blending
- Expression
- Fluency
- Prosody
- Comprehension

Children read regularly with adults in school and are encouraged to read daily at home.

Writing

Children are taught to apply phonics knowledge when writing.

They learn to:

- Segment words into phonemes.
- Select appropriate graphemes.
- Spell using taught phonics knowledge.
- Write sentences interpedently.
- Write Common Exception Words accurately.
- Develop increasing independence as writers.

Tricky words

Children are taught tricky words explicitly throughout the programme.

These words are practised through:

- Daily phonics lessons
- Reading opportunities
- Writing opportunities

Assessment

Assessment is continuous throughout phonics teaching.

Teachers monitor children's ability to:

- Recognise graphemes.
- Blend for reading.
- Segment for spelling.
- Read fluently.
- Apply phonics in independent writing.

Formal assessments are completed every half term using **Phonics Tracker**.

Teachers complete the 'Phonics Traffic Light' document each term.

Year 1 teacher will do a Phonics test with all children in Autumn 2 in preparation for the Phonics Screening Check.

Intervention

Children who are at risk of falling behind receive additional phonics teaching.

Support may include:

- Small-group teaching.
 - One-to-one support.
 - Additional daily practice.
 - Precision teaching.
 - Intervention is carefully monitored to ensure children catch up quickly.
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Inclusion and groupings

All pupils are entitled to high-quality phonics teaching.

Lessons are adapted to meet the needs of:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils learning English as an Additional Language (EAL)
- Disadvantaged pupils
- Higher attaining pupils

All children are supported to achieve success.

Reception children are taught phonics as a whole class and then split into two groups in Autumn 2.

Year 1 children are split into three groups for phonics.

Some year 2 children will still have access to phonic sessions.

Staffing

Teachers and trained teaching assistants deliver phonics sessions.

Staff receive ongoing professional development to ensure consistency and fidelity to the Red Rose Letters and Sounds programme.

National Phonics Screening Check

All Year 1 pupils complete the statutory Phonics Screening Check in June.

The check consists of:

- 20 real words
- 20 pseudo (alien) words

Children who do not achieve the expected standard receive additional support before retaking the assessment in Year 2.

Parents are informed of outcomes at the end of the summer term in the school report.

Monitoring

The Subject Leader is responsible for monitoring the quality of phonics provision through:

- Lesson observations
- Learning walks
- Assessment analysis
- Pupil discussions
- Staff discussions

Monitoring ensures consistency and high standards across the school.

Resources

The school uses:

- Red Rose Letters and Sounds tricky word flashcards
 - Red Rose Letters and Sounds GPC flashcards
 - Red Rose planning materials
 - Red Rose assessment materials
 - Phonics Tracker
 - Fully decodable reading books matched to children's phonics knowledge
 - Multi-sensory phonics resources
 - Bounce Back planning materials
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Impact

The impact of our phonics curriculum is demonstrated through:

- High-quality teaching
- Strong progress from children's starting points
- Increasing reading fluency
- Accurate spelling
- Positive attitudes towards reading
- Successful outcomes in the Year 1 Phonics Screening Check
- Children who leave Key Stage 1 as confident, fluent readers ready to access the wider curriculum