

St Peter's Catholic Primary School

Phonics Promise



At St. Peter's, we believe that the teaching of systematic synthetic phonics is essential from the very beginning of Reception class and is at the heart of teaching all children how to read and write.

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| <p style="text-align: center;"><u>Phonics Programme</u></p> <p>Throughout FS2 and KS1, daily phonics sessions are taught following the Letters and Sounds Synthetic phonics programme. Throughout the day, phonics is revisited regularly in order to embed new sounds and ensure that previous learning is consolidated. When accessing any other sessions, the children are encouraged to apply their phonics skills</p> | <p style="text-align: center;"><u>Interventions</u></p> <p>In every session, children's individual needs are monitored closely in order to ensure that any child who appears to have any gaps in their phonic knowledge is given targeted support from our highly trained staff. This support could be in a small group or on a one to one basis. All children will be regularly assessed in phonics and this information will be brought to pupil progress meetings and discussed with senior leaders.</p> |
| <p style="text-align: center;"><u>Reading Books</u></p> <p>Until children have reached the end of our phonics programme, they read and re-read books that match the grapheme-phoneme correspondences that they know. This is done both at school and at home. Alongside these decodable books, children are encouraged to take home a book of their choice from the classroom or school library to share with parents.</p> | <p style="text-align: center;"><u>Expertise</u></p> <p>Staff leading phonics sessions are all highly skilled in their understanding and delivery of Letters and Sounds. All support staff are given training by the phonics leader on a regular basis to ensure that there is consistency in practice. Regular meetings are held to discuss the progress of our children and ways in which the teaching of phonics can be further improved to meet the needs of all children.</p> |