

Phonics Policy



September 2026

To be reviewed 2028 or as required

Rationale

We understand the importance of phonics as an essential component to effective reading development. At our schools we strive to ensure all children become fluent readers by the end of Key Stage One through a structured approach to phonics teaching, reading application and building a love of reading for purpose and pleasure.

Aims

- To provide a consistent approach to the teaching of phonics in EYFS and KS1
- Ensure all children have access to high quality phonics teaching which is tailored to meet their individual needs
- Ensure children progress through the scheme enabling them to effectively apply their skills to reading and writing
- To work in partnership with parents

Objectives

- All staff have the knowledge, understanding and skills to teach high quality phonic sessions
- Phonic sessions are taught systematically ensuring progression
- High quality planning leads to good outcomes for all children
- Assessment and tracking are used to effectively plan next steps
- Phonic skills are applied across the curriculum
- Parents have an understanding of the school's approach to teaching phonics to effectively support their child's learning at home

Teaching and Learning

At our schools we follow the sequence of teaching from Letters and Sounds, supported by progressive planning which follows the: Revisit, Teach, Practise, Apply, Assess format. On introduction of the letter sounds in the foundation stage, Read Write Inc (RWI) mnemonics are taught (where appropriate) to supplement a multi-sensory approach.

Expectations

Nursery

Children have access to differentiated Phase 1 teaching through short whole class sessions and displays/resources in the learning environment. All practitioners will model oral blending, segmenting and rhyming regularly to secure children's early skills.

Reception

Children learn Phase 2 and 3 teaching through daily 20 minute whole class sessions. Displays and table top resources in the learning environment will support current teaching. All practitioners will model and make links in facilitation of learning, group writing and group reading sessions.

Year 1

Children consolidate through Phase 4 and then learn Phase 5 through daily 20 minute whole class sessions. Phonics is taught as a whole class session with precision groups and interventions in place as appropriate. Setting of phonics is recognised as beneficial if assessment of pupil need and staffing capacity indicates that more rapid progress will be evident. Daily Supported Reader sessions take place to ensure application of phase phonic knowledge in context.

Year 2

Children learn Phase 6 (spelling strategies) through 20 minute whole class sessions which take place a minimum of three times per week. Phonics is taught as a whole class session with precision groups and interventions in place as appropriate. Regular opportunities are sought to consolidate prior learning through reading and in writing.

Key Stage 2

Revisit of specific sounds/phases will take place for children who are not secure in their phonics learning. Individual or small group interventions will be arranged by the SENCO in collaboration with the class teacher.

Phonics across the curriculum

Children are encouraged to apply their phonic skills across all curriculum subjects. All teachers and support staff will model the correct articulation of the phonemes to ensure strong emphasis on the application of phonic knowledge at the point of learning. This is supported in lessons by phonics sound and spelling mats which children are encouraged to access support resources independently.

Phonics Planning

Whole class phonics is delivered using the planning grids and teaching flip-charts provided. This format includes the revisit / review / teach / apply / assess model. It is expected that all planning is either adapted or annotated to precisely meet the needs of individuals and groups. The teacher holds responsibility for ensuring resources and planning for support staff are accessible within the whole class teaching approach, to ensure identified pupils are given considered and effective support.

Adaptation

We aim to encourage all children to reach their full potential through the structured provision of phonics. We recognise that our phonics planning must allow children to gain a progressively deeper understanding of the phonic structure of the English language as they

move through the school and to ensure all children are provided with the tools needed to become a fluent reader and writer. Adaptation will take place through whole class teaching and differentiated resources / work within each session. Teachers will ensure that the level of challenge is appropriate to their specific needs.

Assessment and Reporting

In EYFS teacher assessment will track pupil progress in phonics. Intervention should be immediate and teaching responsive to common misconceptions to ensure core foundations of phonic knowledge are embedded. Differentiated groups will be considered within whole class phonic sessions and the 'revisit' section of phonics teaching will be linked to assessment. These assessments will be recorded on class tracking grids every term.

Regular Phonics Screening checks will take place within Year 1 and for those required in Year 2 to monitor progress and provide information for further interventions to support pupils' needs through gap analysis. The assessments will be monitored by the Deputy Headteacher for Lower School to identify which children are on track to meet age related expectations and oversee appropriate interventions strategies for key children to enable them to catch up quickly.

National Phonic Screening

All children in Year 1 will be screened using the National assessment materials in the summer term. If the children in Year 1 do not meet the requirements of the screening, they will be rescreened in Year 2. This data is submitted to the local authority and reported to parents at the end of the academic year.

Professional Development

We believe that continuing professional development for all staff features highly in the school improvement plans to aid the development of children. All school staff receive regular CPD opportunities including regular updates in best practise.

Links to other policies

Feedback Policy

Assessment Policy

Teaching and Learning Policy

Spelling Policy