Duke Street Primary School

Phonics Policy

Aims

Phonics teaches children how to decode letters into their respective sounds, a skill that is essential for them to learn how to read unfamiliar words independently.

At Duke Street, we aim to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.

Children in Early Years and Key Stage 1 will receive daily, high quality, systematic phonics teaching, aimed at helping children make strong links between blending for reading and segmenting for spelling.

We aim to help our children to become fluent and confident readers and spellers with a strong phonological awareness.

Planning

We follow Lancashire's Red Rose Letters and Sounds scheme.

Each phonics session is approximately 20 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required.

Phonics session consistently follow the structure of:

*Revisit/Review

*Teach

*Practise

*Apply

Organisation

Reception

Children are taught phonics in their key worker groups.

Year 1

Children are taught as a whole class by their teacher.

Year 2

Children initially consolidate their Phase 5 knowledge through Red Rose Letter's and Sounds and then move on to Phase 6 through Spelling Shed.

Children are provided with daily opportunities to consolidate and deepen their knowledge and understanding, in line with

Year Group	Autumn Term	Spring Term	Summer Term
Reception	Phase 2	Phase 3	Phase 3 Phase 4
Year 1	Revisit Phase 4 & Introduce Phase 5	Phase 5	Phase 5
Year 2	Revisit Phase 5 & Introduce Phase 6 through Spelling Shed	Phase 6/Spelling Shed	Phase 6/Spelling Shed

expectations from the English Curriculum.

Assessment and monitoring

Children are monitored regularly and assessed at the end of each phase using a Phonics tracker. The trackers are used by staff to identify sounds that individual's are struggling with and to plan effective intervention. The sounds being taught are sent home regularly so that parents and carers are aware of their child's current learning. This enables families to practise the sounds at home and provide additional support.

Phonics Screening Check

The Phonics Screening Check is taken across England in June each year by children in Year 1 and any children in Year 2 who did not pass the check in the previous year. This assessment is used to check how well a child can use their phonics skills by reading 40 words and non-words. Non-words are a collection of sounds that follow phonics rules but do not mean anything e.g. sh-or-p.

Intervention in KS1& KS2

Children that need additional support in Phonics are identified early and intervention is put in place through small group work to support their needs. We use intervention programmes including FastTrack phonics and Bounce Back phonics, three time per week to support these children.

Overview of each phase

*Phase One recognises the importance of developing good speaking and listening, this phase is generally completed at pre-school/nursery. Providing a home environment that is language rich will give your child the best start possible. Nursery rhymes, a bed time story and encouraging your child to talk and identify rhyming patterns (e.g. sat, cat, pat, rat) will provide a secure foundation for them to build on.

*Phase Two marks the beginning of systematic, high quality phonic work. This is taught in discrete daily sessions, with lots of opportunities for children to use and apply their phonic knowledge and skills throughout the day. The children are introduced to grapheme – phoneme correspondences (GPC's). As soon as the first few correspondences have been learned, children are taught to blend and segment with them.

*Phase Three completes the teaching of the alphabet, and children move on to sounds represented by more than one letter. (e.g. ai, oo, ee, igh).

*Phase Four is where children learn to read and spell words containing adjacent consonants. (e.g. spell, floor, black, clock).

*Phase Five (taught throughout Year 1) introduces the idea that in English phonemes can be spelt in more than one way and most graphemes can represent more than one phoneme! (e.g. ai, ay, a_e)

*Phase Six (taught throughout Year 2): at this stage reading for the great majority of children should become automatic.

However, proficiency with spelling usually lags behind proficiency with reading. At this stage children focus on word specific spellings and broad guidelines for making choices between spelling alternatives.

Terminology

*Phoneme: A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led).

*Grapheme: A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound.

*Blend: This means combining sounds to read a word e.g. the child would say the individual sounds s-i-t followed by the word sit.

*Segment: This is the process of listening to the individual sounds within a word in order to spell it e.g. hearing the word dog and recognising the individual sounds d-o-g.

Policy reviewed: Autumn 2026

Next review date: Autumn 2027