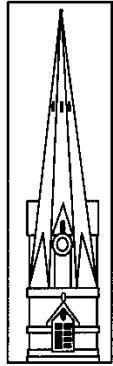


# *Higher Walton C.E. Primary School*



# **Phonics Policy**

Agreed by Governing Board: September 2025

Review: September 2026

## **MISSION STATEMENT**

Higher Walton CE Primary School aims to celebrate everyone's uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, "Life in all its fullness" (John 10 v 10).

## **VISION**

Our school vision is "Life in all its fullness" (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

## **AIMS**

- Our school works with the Church, parents and carers, and other partners to provide an effective teaching and learning environment, where everyone is:
- Happy, valued, secure and cared for.
- Confident in talking through problems, asking questions and exploring their own values and beliefs.
- Listened to with respect and supported.
- Safe from bullying and discrimination in a Christian school that respects and cares for others.
- Encouraged to develop self-regulation and accept responsibility for their own behaviour.

## **Phonics Policy**

### **SSP Programme – The Phonics Bug**

Phonics is taught using a whole class approach and it is taught daily for 30 minutes in Early Years and Key Stage One following the Phonics Bug SPP programme.

Bug Club Phonics teaches a new grapheme and related phoneme, or alternative spellings to previously-taught phonemes, in every Phoneme Session. This fast pace, backed up by daily revision of past teaching, has proved the most effective and successful method of phonic training. This means that the basic 40+ phonemes (Units 1–12), and then the alternative spellings of these phonemes (Units 13–30), are acquired quickly, and early reading skills develop rapidly. Decodable readers are introduced after just 10 days' teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on. The order of grapheme introduction (see below) ensures that children start reading and spelling a wide range of words at the earliest possible stage.

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s a t p	
	2	i n m d	
	3	g o c k	to
	4	ck e u r	the, no, go
	5	h b f, ff l, ll ss	I, into
3	6	j v w x	me, be
	7	y z, zz qu	he, my, by
	8	ch sh th ng	they, she
	9	ai ee igh oa	we, are
		oo (long) oo (short)	
4	10	ar or ur ow oi	you, her
	11	ear air ure er	all, was
	12	Adjacent consonants (cvcc, ccvc, ccvcc, ccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase	Unit	Focus	Irregular/High-frequency words
5	13	zh wh ph	oh their
	14	ay a-e eigh/ey/ei (long a)	Mr Mrs
	15	ea e-e ie/ey/y (long e)	looked called asked
	16	ie i-e y i (long i)	water where
	17	ow o-e o/oe (long o)	who again
	18	ew ue u-e (long u) u/oul (short oo)	thought through
	19	aw au al	work laughed because
	20	ir er ear	Thursday Saturday thirteen thirty
	21	ou oy	different any many
	22	ere/eer are/ear	eyes friends
6	23	c k ck ch	two once
	24	ce/ci/cy sc/stl se	great clothes
	25	ge/gi/gy dge	it's I'm I'll I've
	26	le mb kn/gn wr	don't can't didn't
	27	tch sh ea (wla o	first second third
	28	suffix morphemes ing ed	clearing gleaming rained mailed
	29	plural morphemes s es	men mice feet teeth sheep
	30	prefix morphemes re un prefix+root+suffix	vowel consonant prefix suffix syllable

## Planning and the Teaching Sequence

Nursery children will receive a strong foundation of Phase 1 teaching across all areas of provision. The children in Nursery will be immersed in a learning environment rich with Phase 1 opportunities as well as daily adult led sessions using the 'is it time to play' phase 1 planning. Phase 2 will be introduced in the spring term where they will learn a new letter sound each week. The teaching of Phase 1 skills will continue to occur alongside Phase 2.

Phase 2 to 4 are delivered throughout Reception and Phases 5 and 6 in Key Stage 1. Children are taught as a whole class within their year group

Phonics planning is provided within our SPP programme. The Phonics Bug planning follows the same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit, Teach, Practice and Apply.



## **Resources**

Children begin to learn to spell simple words in Reception by using magnetic letters and when ready move onto writing these words in a lined book. They have GPC mats in front of them to support them. These are also used in all curriculum areas.

The Phonics Bug provides a range of digital resources that can be allocated to the children post direct teaching sessions such as interactive games that allow for the application of newly taught knowledge.

All classrooms display friezes and/or grapheme wall posters that match the GPCs and progression of the Phonics Bug Programme. These are displayed where children can see them clearly in the classrooms to support during phonics and in any areas where writing takes place.

Early Years classrooms support the children to apply their sounds by means of a challenge area that allows them to practise and apply their skills. In KS1 phonics is embedded into the whole curriculum and is used to support key vocabulary in other subject areas.

## **Organisation**

Children are taught as a whole class, allowing for full exposure to the teaching of sounds.

## **Letter formation**

Bug Club Phonics teaches letter formation as it introduces each grapheme. We use handwriting symbols and phrases to support children to form each letter correctly in EYFS. In KS1 the children are taught cursive writing, so the teacher takes over the model of handwriting.

## **Assessment**

Teachers assess children's understanding of phonics half-termly using the assessment tools provided by Phonics Tracker. The system has access to Bug Club progression. The children will be assessed on GPCs and Tricky words.

### **Home Reading**

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. All of our home readers are decodable and have been organised to match the Bug Club Phonics progression. There are a variety of books to match each unit of the teaching programme. Following half termly assessments children are matched to the correct unit of home reader. Thus providing an opportunity for the children to practise and consolidate their learning at each stage.

When the children have completed the first two units of Bug Club Phonics, they will have acquired a sufficient number of grapheme–phoneme correspondences to start reading their own books. Prior to this there is a strong focus on communication and language where pre-readers will be sent home with guidance for parents.

The Bug Club also provides a library of e-books that can be allocated to individual children. The Bug Club Phonics readers are designed to support children in practising and consolidating the knowledge they acquire during the guided teaching sessions. Bug Club's online reading world helps children improve core reading skills at school or home with exciting texts and fun rewards. It also enables teachers to monitor every child's progress.

Children will bring home a hard copy of the reading book that matches behind the sounds they have previously been taught. This same book will also be allocated to your child on the Bug Club portal as an e-book. They will also bring home a reading for pleasure book that may be above their reading ability. This is so that you can read a story to your child and help to foster a love of reading.

### **Meeting the need of the lowest 20% of children**

A phonics baselining assessment is completed during the first six weeks of the school year. This aids the identification of those children who required additional support.

Children working within the lowest 20% will be supported by the following provision:

- ✓ Children will be given intervention on a one to one basis in class to target precise gaps in sounds.
- ✓ Children to read their guided reading book daily to an adult to support fluency.
- ✓ If children are unable to access whole class phonics teaching they will receive additional support.

### **Support/Guidance for Parents/Carers**

Communication between home and school is via children's home reading records.

Parents are invited to workshops throughout the year, to provide extra information about how they can best support their children at home. During these sessions parents will be given up dated phonics resources in line with their child's current phonics phase.

Phonics workshops will take place during the academic year to provide extra information on how parents can support their children at home.

### **MONITORING and REVIEW**

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff that deliver Bug Club Phonics.