



Phonics Policy

September 2025

Review Date: September 2027

Our schools have high expectations of all children and the aim of the phonics policy is to ensure they have a firm foundation on which to build reading skills. Phonics is taught daily, using the Read Write Inc programme, in Early Years and Key Stage 1 classes. For children who may need additional phonics in Key Stage 2, the analytic phonics programme is used and set up by the SENCO.

High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It also helps secure the crucial skills of word recognition that enable children to read fluently, allowing them to concentrate on the meaning of the text. Activities are designed to teach word decoding and 'tricky word' recognition as well as comprehension skills.

Beginner readers are taught:

- Grapheme – phoneme correspondences in clear stages (linking spellings and sounds).
- The important skill of blending phonemes.
- Segmenting words into their constituent phonemes to aid reading and spelling.

The teaching of phonics is systematic, that is to say it follows a carefully structured programme, building on previous learning to secure children's progress.

- It is taught discretely and daily at an engaging pace.
- There are opportunities to apply phonic knowledge and skills across the curriculum and in activities such as: whole class reading and VIPERS lessons; 1:1 and shared reading sessions; shared and independent writing lessons.
- Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored each half term.

We follow the Read, Write, Inc phonics programme, which is taught from Nursery (where appropriate) upwards, in differentiated groups. This ensures that children are taught at the correct level and speed, so that no children are held back or unduly pressured to move on before they are ready. Our aim is for children to become confident and independent readers who gain both pleasure and insight from reading.

EYFS should build up to a 45-minute phonics lesson by the summer term, and KS1 should have a 45-minute phonics session throughout the year. This should include the Speed Sounds and Story Book lessons as well as a 'hold a sentence' activity from the 'Get Writing' programme. Phonics leads should not have their own phonics group, and should instead monitor the teaching of phonics, provide live coaching and regularly assess children during this time. Training sessions should be held regularly throughout the year to support CPD for all staff members.

A Book Bag book containing sounds that have been previously taught will be sent home weekly. This should be linked to the book that they have been reading in their phonics sessions where possible. Sound blending books are available to pupils working at the earlier stages of the programme.

APPROVAL AND REVIEW

This policy was recommended to the CEO and approved in September 2025.