

# Phonics at St Bernard's

Phonics at St Bernard's is taught through a validated, systematic synthetic phonics (SSP) programme. The use of Red Rose Letters and Sounds in Reception and Key Stage 1 and Super Sounds in Nursery to ensure a consistent and coherent approach to early reading from the start of school.

Phonics is taught daily, with fidelity to the programme and pupils are grouped and streamed throughout the year groups to ensure that they are taught according to their phonics stage, ensuring that teaching closely matches what they need to learn next. This enables pupils to make rapid and secure progress.

All staff who teach phonics, including teachers and teaching assistants, are fully trained in the delivery of the programme. Leaders ensure that staff receive ongoing support and monitoring so that teaching is consistent, accurate and effective.

Regular half-termly assessments are used to check pupils' progress and to identify any gaps or misconceptions. This information is used to adapt teaching and to provide swift, targeted intervention for any pupil who is at risk of falling behind.

Leaders carefully track the impact of interventions to ensure that pupils catch up quickly and keep up with their peers. Parents and carers are kept well informed, via half termly reports, about their child's progress and how they can support learning at home.

Once pupils have completed the phonics programme, they move on to the Red Rose spelling programme, which builds systematically on their phonics knowledge and supports the development of accurate spelling and confident writing.

## Phonics Curriculum Progression

**Phase 1** – Nursery

**Phase 2** – Reception Autumn Term

**Phase 3** – Reception Spring Term & Summer 1

**Phase 4** – Reception Summer 2 & Year 1 Autumn 1

**Phase 5** – Year 1 Autumn Term

**Phase 5 Alt** – Spring & Summer Term

Year Group	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1		Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Reception	Phase 2		Phase 2	Phase 3	Phase 3	Phase 3	Phase 4
Year 1	Phase 4	Phase 5	Phase 5	Phase 5 (Alt)	Phase 5 (Alt)	Phase 5 (Alt)	Phase 5 (Alt)

## How Phonics is taught at St Bernard's

Each phonics lesson at St Bernard's follows a clear, consistent and highly effective teaching sequence, ensuring pupils are able to learn, practise and apply new phonics knowledge securely.

### 1. Revisit and Review

Pupils begin each session by revisiting previously taught phonemes, graphemes and tricky words. This supports retention, fluency and automaticity, ensuring that new learning builds on secure foundations.

### 2. Teach

A new phoneme, grapheme or spelling pattern is introduced explicitly. Staff model accurate articulation, enabling pupils to understand exactly how sounds link to letters.

### 3. Practise

Pupils engage in structured practice activities, including oral blending, reading and spelling words, and rehearsing sentences that contain the target sound or pattern.

### 4. Apply

Children apply their learning by reading or writing fully decodable words, phrases or sentences. This allows staff to check for understanding and ensure pupils are using their phonics knowledge independently.