



# Phonics Policy

Sedgeberrow First School

Phonics Subject Coordinator: Meg Williams

## Introduction

This policy outlines the teaching, organisation, management and teaching of Phonics at Sedgeberrow First School. We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write.

## 1. Intent

### Aims

- To present high quality, systematic phonic teaching.
- To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become good readers, having secured word building and recognition skills, by the end of Key Stage 1.
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns, with the ultimate goal being 'automatic and effortless reading and writing.'
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn the blending and segmenting words are reversible processes.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.
- To teach children to decode and spell common exception words (tricky words).

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## 2. Implementation

### Delivery of Phonics in Reception and KS1

The teaching of phonics is to be based on our school Phonics Curriculum Design. Sounds taught should be 'pure' ie. 'b', not 'buh' as this is central to phonic teaching and the ability to recognise sounds in words. Phonics is taught discretely on a daily basis and is an integral part of teaching and learning. The phonic sessions consist of reviewing, teaching, practising and applying.

We use the Department for Education's accredited phonic scheme 'Bug Club Phonics' to plan and deliver lessons. Bug Club Phonics is a whole school systematic synthetic phonic programme (SSP) which is used in Reception and Key Stage 1. It is an online teaching resource that is used within the review, teach, practise and apply sequences of the daily phonic lessons.

Elements of Phase One Phonics may be covered in Nursery and Playgroup settings as well as in the first term in Reception. This phase recognises the central importance of developing speaking and listening skills in their own right. Phase Two should be introduced in Reception in the Autumn Term and then continue through the phases as appropriate to the class and children. Digraphs and trigraphs are introduced within Phase Three.

The aim is for Phase Five to be covered by the end of Year 1 and Phase Six should be introduced. By the end of Year 2 all phases should have been completed.

### Reading books

All of our children who are working within Phases 2-5 of phonics are given reading books that match their phonic ability. The majority of our books are from our phonic scheme 'Bug Club Phonics' and all books directly correlate with our phonics sound sets. Every child in our school also has access to 'Bug Club', which is an online reading resource that provides an extensive range of interactive reading books that can be read at home. These books are also linked to the child's reading ability.

### Continuation of Phonics in KS2

In Key Stage 2, phonic teaching is continued for those children who still need phonic support or intervention work. In KS2 we use the 'Rapid Phonics' intervention programme to assess and teach children who are working at Phase 5 or below. Rapid Phonics will also be used to support children with their phonic learning

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in Year 2 if they have failed the National Phonic Screening check. Spelling strategies are taught to support spellings for Key Stage 2 pupils. Phase 6 may be continued in Year 3 if necessary.

### Planning

Planning should be split into four sections (Revisit and Review, Teach, Practise, Apply) and include differentiated learning outcomes based on the needs of the children in the class. We use Bug Club Phonics as our main teaching resource to support planning and delivering lessons. Activities should be as interactive and creative as possible, in order to maintain children's interest and enable all children to be engaged.

The order that we teach sounds, common exception and tricky words are covered within the teaching units and they are presented within our school's Phonic Curriculum Design.

Resources can be borrowed from the phonics boxes but must be returned for others to use.

## **3. Impact**

### Assessment

On entry to school, children are assessed on their phonic knowledge. In Reception this is done as part of the children's initial baseline assessment. In Reception and KS1 throughout the school year, phonic assessments take place to ensure that children's next steps in phonics are met. Phonic assessments should be passed on during transition to a new class in order to ensure continuity of progression. Year 1 children are assessed against the National Phonic Screening check. Children in Year 2 who have not passed the phonic screening check and/or children that are not secure in Phase Five will continue to have phonic lessons and will continue to be assessed.

### National Phonic Screening

All pupils in Year 1 will be screened using the National Assessment materials in Term 6, at the end of June. If the pupils in Year 1 fail the screening they will be retested when they are in Year 2. This data will be submitted to the Local Authority.

### Monitoring and Review

All the staff in our school are responsible for ensuring this policy is maintained from day to day. The Head teacher and the Phonics co-ordinator are responsible for supporting colleagues in the delivery of phonics. This policy is available to all staff on the school OneDrive – 2023 – Phonics - policies. This policy will be reviewed on the 3 yearly cycle.

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