



Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



Phonics Policy

Action	Date	Signature
Policy Written	September 2025	<i>EBatchelor</i>
Policy Ratified	17 th October 2025	JWalker
Review Date	September 2026	

Through our love of God and of each other, our children will thrive personally and academically in a happy, safe place of faith and high expectation for all

Introduction





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



As a church school, we aim to offer an enriching education for the children within a Christian framework. We have high expectations of children and their work. We strive to create a school family in which our children are educated and inspired through an understanding of God, each other and our world so they can thrive personally and academically in a happy, safe place of faith.

Aims

We want pupils at St Johns CE Primary:

- To benefit from a systematic approach to the teaching of phonics from entry to school at 4 years of age
- To enjoy the discreet teaching of phonics utilising a synthetic approach to phonics
- To have a daily access to high quality phonic teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- To have secured automatic decoding skills allowing children to progress from 'learning to read' to 'reading to learn'

Teaching and Learning

At St Johns CE Primary we recognise that high quality phonic work should be taught systematically and discretely as the prime approach used in the teaching of early reading. We ensure the efficiency of our phonic teaching by ensuring that:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness. Phonics is also taught discretely from entry to school at 4 years old in Foundation Stage 1
- It is time limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- It is systematic, that is to say, it follows a carefully planned programme that follows the use of a synthetic scheme of 'Sounds Write'.
- It is taught daily, discretely and at a brisk pace
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in activities such as shared and guided reading
- Children's attainment is carefully assessed to ensure progression

Phonics is taught as an integral part of reading with children taught:

- Grapheme-phonemes in a clearly defined sequence
- To blend (synthesise) sounds (phonemes) in order all through a word
- To segment words into phonemes for spelling
- That blending and segmenting are reversible processes

Organisation of phonics at St John's CE Primary

Foundation Stage

At the start of the school year, the children will start their learning following the Sounds Write programme which will look at a group of letters that are split into units. Children will immediately learn these grapheme-phonemes through blending and segmenting words. Children enjoy a daily discrete phonics session, with the opportunity to consolidate their learning within their play in the continuous provision in the classroom, as well as regular focussed activities. Children will be





continually exposed to the key vocabulary and phrases that are taught with 'Sounds-Write' to encourage reading and writing.

Throughout the progression of the units, children will continue to segment, blend and manipulate sounds in words with the following structures: CVC, VCC, CVCC, CCVC, CCVCC, CVCCC and CCCVC. High frequency words are also taught in this manner, that words are represented accurately sound by sound.

Assessment grids are used to track individuals and the cohort to ensure that progress is being made through the 'Sounds-Write' programme.

Through Foundation Stage, children work through the whole initial code, whilst being introduced to the high frequency words alongside this.

Year 1

This year group sees the children reconsolidate their learning of the initial code from the Foundation Stage whilst beginning their learning on the extended code of 'Sounds-Write' programme.

They will concentrate on being able to:

- Segment to spell words containing the target sound
- Blend to read words containing the target sound
- Understand that a sound can be represented by more than one spelling
- Know the most common spellings which represent the target sound
- Manipulate alternative sounds in and out of words
- Know that a spelling can represent more than one sound
- Read and spell polysyllabic words

Phonics is taught daily, as a discrete lesson, with the opportunity to consolidate their learning through other subjects in the curriculum. Our aspirational aim is that children are working at the appropriate unit level on leaving year 1. Careful assessments are taken over the year to ensure that children are progressing well. The statutory phonics screening check is administered in the second half of Term 3. These results are used to plan all pupils 'next steps' in phonic learning. If a child does not meet the pass mark threshold, then they will re-sit the screening in the Summer Term of Year 2.

Year 2

On entering Year 2 children will have covered half of the Sounds-Write extended code and should know most of the first spellings of the target sounds covered in Year 1. In Year 2, the children will reconsolidate their learning from Year 1 alongside their learning of the more spellings of the target sounds.

They will continue to concentrate on being able to:

- Segment to spell words containing the target sound
- Blend to read words containing the target sound
- Understand that a sound can be represented by more than one spelling
- Know the most common spellings which represent the target sound



- Manipulate alternative sounds in and out of words
- Know that a spelling can represent more than one sound
- Read and spell polysyllabic words

Phonics is still taught discreetly with children having the opportunity to consolidate their learning through other subjects in the curriculum. Assessment continues to ensure that children who are falling behind are targeted with appropriate intervention. This is monitored using provision mapping and subject leader observations and monitoring.

Year 3

On entering Year 3 children will have covered the Sounds-Write extended code and should know most of the first and more spellings of the target sounds covered in Year 1 and Year 2. In Year 3, the children will reconsolidate their learning from Year 2 in the form of polysyllabic words from the extended code and across the wider curriculum

They will continue to concentrate on being able to:

- Segment to spell words containing the target sound
- Blend to read words containing the target sound
- Understand that a sound can be represented by more than one spelling
- Know the most common spellings which represent the target sound
- Manipulate alternative sounds in and out of words
- Know that a spelling can represent more than one sound
- Read and spell polysyllabic words

Phonics is still taught discreetly 2 – 3 times a week with children having the opportunity to consolidate their learning through other subjects in the curriculum. Assessment continues to ensure that children who are falling behind are targeted with appropriate intervention, particularly those children who do not meet the threshold mark in the phonics screening check during the June test. This is monitored using provision mapping and subject leader observations and monitoring.

Year 4

On entering Year 4 children will have covered the Sounds-Write extended code and should know most of the first and more spellings of the target sounds covered in Year 1 and Year 2 and Year 3. In Year 4, the children will consolidate their learning from Year 3 in the form of polysyllabic words from the extended code and learn spelling patterns reinforced across the wider curriculum

They will continue to concentrate on being able to:

- Segment to spell words containing the target sound
- Blend to read words containing the target sound
- Understand that a sound can be represented by more than one spelling
- Know the most common spellings which represent the target sound
- Manipulate alternative sounds in and out of words
- Know that a spelling can represent more than one sound
- Read and spell polysyllabic words
- Understand spelling patterns looking at derivational and inflectional affixes



Phonics is still taught discreetly 2 – 3 times a week with children having the opportunity to consolidate their learning through other subjects in the curriculum. Assessment continues to ensure that children who are falling behind are targeted with appropriate intervention. This is monitored using provision mapping and subject leader observations and monitoring.

Year 5

On entering Year 5 children will have covered the Sounds-Write extended code and should know most of the first and more spellings of the target sounds covered in Year 1, 2 and 3 as well as the lower Key Stage 2 spelling objectives in Year 4. In Year 5, the children will reconsolidate their learning from previous years in the form of polysyllabic words from the extended code and across the wider curriculum.

They will continue to concentrate on being able to:

- Segment to spell words containing the target sound
- Blend to read words containing the target sound
- Understand that a sound can be represented by more than one spelling
- Know the most common spellings which represent the target sound
- Manipulate alternative sound in and out of words
- Know that a spelling can represent more than one sound
- Read and spell polysyllabic words

Phonics is taught discreetly 2 – 3 times a week with children having the opportunity to consolidate their learning through other subjects in the curriculum. Assessment continues to ensure that children who are falling behind are targeted with appropriate intervention. This is monitored using provision mapping and subject leader observations and monitoring.

Year 6

Upon entering Year 6, children will have covered the Sounds-Write extended code and show know the first and more spellings of the target sounds covered in KS1 and KS2 as well as the spelling objectives in Year 4. In Year 6, the children will reconsolidate their learning from previous years in the form of polysyllabic words from the extended code and will learn spelling patterns reinforced across the wider curriculum.

They will continue to concentrate on being able to:

- Segment to spell words containing the target sound
- Blend to read words containing the target sound
- Understand that a sound can be represented by more than one spelling
- Know the most common spellings which represent the target sound
- Manipulate alternative sounds in and out of words
- Know that a spelling can represent more than one sound
- Read and spell polysyllabic words
- Understand spelling patterns looking at derivational and inflectional affixes

Phonic is taught discreetly 2-3 times a week with children having the opportunity to consolidate their learning through other subjects in the curriculum. Assessment continues to ensure that children who are falling behind are targeted with appropriate intervention. This is monitored using provision mapping and subject leader observations and monitoring.



Planning and assessment

Planning

To deliver clearly structured sessions which directly link to the 'Sounds-Write' programme's progression, St Johns CE Primary follows the procedure of: New Learning, Review and Retrieve. Each lesson is taught using a rigid script to ensure continuity and familiarity throughout. Follow up sessions will be led in a similar way to the main lessons to accelerate progress of targeted individuals and is monitored and reviewed by the class teacher and the Phonics subject leader.

Assessment

Assessment should follow the phonics assessment and tracking guidance. All teachers ensure that they are aware of individual children's needs through formative assessment and using tracking grids which indicates the units that the children are secure in. Assessment formats are reviewed and provided by the Phonics subject leader.

All teachers should formally assess their children's progress at the end of each term to inform them of the missing gaps and potential follow up session groupings. Assessment takes the form of a phonics check where the teacher will be able to assess the children's understanding of:

- grapheme to phoneme correspondence
- the ability to blend real and pseudo words
- evidence of the application of these skills are also noted in reading and writing

At the end of Year 1 there is a statutory assessment – Year 1 Phonics Screening Check (Standards and Testing Agency 2012) which takes place in June of each year.

The role of the Phonics subject leader

- Monitoring the teaching and learning of Phonics throughout the school.
- Devising, and evaluating the action plan for Phonics, in line with the school improvement plan.
- Tracking pupil progress and attainment; carrying out data analysis, identifying cohort targets and assisting teachers where necessary.
- Providing guidance and advice on matters relating to Phonics, seeking additional advice and support as needed.
- Attending continuing professional development meetings to facilitate the future development of Phonics provision within the school.
- Ensuring that the professional development needs of other staff are addressed.
- Planning and delivering school-based in-service training.
- Reviewing the Phonics Policy regularly so that it reflects current practice and legislation.