

*Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley is encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.*

## Reedley Primary School Curricular Policy for Phonics



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## **How Pupils Learn Phonics**

At Reedley Primary School, pupils:

- learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- learn tricky words by sight that do not conform to regular phonic patterns.
- 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.
- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.

## **Planning the Phonics Curriculum**

High-quality phonic teaching secures the crucial skills of word recognition and decoding that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text.

As children develop knowledge of graphemes and their phoneme correspondences, they are able to segment words and apply their phonic knowledge to encode to spell with increasing confidence and accuracy.

Our Phonics planning:

- Staff plan sessions that follow the 'Red Rose Letters and Sounds' programme, building on previous learning to secure progress.
- Plans follow the phonics teaching sequence of introduce, revisit, teach, practise and apply.
- Reinforces and applies acquired phonic knowledge and skills as they progress through the phonic phases.
- Ensures children progress in developing and applying their phonic knowledge by assessing this.
- Provides for the needs of all children through adaptive teaching.

## **Classroom organisation, time allocation and teaching**

- Each teacher and TA have a resource box with planning and resources for phonics games, grapheme flash cards, a 'noisy box' with new phonemes inside.
- All children require a whiteboard with phoneme frames and lines for sentences, a whiteboard pen and rubber for every session. Children working on Phase 2 and Phase 3 also have their own individual sound mat with sounds and tricky words in the order they are taught. Phase 5 children will have access to 'sound families' mats to locate alternate sounds.
- Each classroom in EYFS and Year 1 has a Phonics display board, where sounds taught so far are displayed and referred to throughout the day. Year 2 have a spelling wall where spelling rules and alternate graphemes are displayed.
- All staff follow the same structure when teaching a new phoneme: model correct pronunciation (pure sound), children to then say it, look at the grapheme and form it using Kinetic Letters formation patten. Staff to segment a word (ensuring children can see teacher's mouth) with the new phoneme in, and children practise reading a word with the new phoneme. When orally segmenting, children and adults count the sounds on their fingers in their non-dominant hand (referred to as 'Phonics Fingers') and ensure

children are taught to do this also e.g. 'hold your pencil with your writing hand and use your Phonics fingers to count the sounds you can hear'.

- The phonemes taught during the week link to the reading book they are taking home to practise and reinforce new phonemes.
- Phonics lessons are well paced and structured to meet the needs of all children.
- Daily sessions are between 25-30 minutes long and are taught at least daily without exception.
- Lessons are fun and interactive to motivate the children.
- Groups are flexible and differentiated.
- Phonics is taught by both teachers and teaching assistants.
- Children use interactive resources to practise phonics skills.
- Blending and segmenting opportunities are given throughout lessons.

## **Assessment and Monitoring**

Although the six-phase structure provides a useful map from which to plan children's progress, the boundaries between the phases should not be regarded as fixed. Guided by reliable assessments of children's developing knowledge and skills, practitioners and teachers judge the rate at which their children are able to progress through the phases and adapt the pace accordingly. Staff use the online assessment programme 'Phonics Tracker' to assess children's GPC knowledge, tricky word recognition, ability to segment and blend for reading. Children in Year 1, and any children who did not pass the 'Phonics Screening Check' (PSC) also use 'Phonics Tracker' to practise this.

### **Assessment:**

- Children are regularly assessed through daily sessions and moved into differentiated groups as and when required.
- Children are assessed at the end of each term within the phase they are working in using 'Phonics Tracker'
- All children in Year 1 and any children in Year 2 who did not pass the PSC in Year 1, sit the government PSC assessment in June.
- Action plans will be reviewed regularly.

### **Monitoring:**

- Phonics learning walk/lesson observation.
- Pupil interviews are conducted.
- Data is analysed each term and areas for development are identified and addressed.

If children are not making expected progress or barriers to learning have been identified then the following strategies are put in place:

- Targeted support (IEPs).
- Additional support in EYFS in S&L groups.
- Move phonics groups.
- Varying the resources being used.
- Phonics Intervention Programmes – Fast Track Phonics, Bounce Back Phonics

The impact of these is reviewed and adapted as necessary.

**Reviewed:** July 2026

**Next review:** July 2027