

Phonics Policy

The Intention is...

Children will learn:

- grapheme-phoneme correspondence in a clearly defined, incremental sequence
- to blend phonemes in order through a word to read it
- to segment words into their constituent phonemes for spelling
- That blending and segmenting are reversible processes.

The Implementation of phonics

Phonics is taught daily in Nursery using the aspects within Firm Foundations of Phonics 1 of Supersonic Phonic Friends. In the summer term, the children may move onto the first few sounds within Basics 2.

Phonics is taught daily in Reception and Year One following Supersonic Phonic Friends progression, moving through Basics 2, 3 and 4. Children will then move onto the higher levels of Phonics 5C, choose to use spellings and then onto 5B, switch it spell sounds.

A phonics lesson follows this sequence:

- **Revisit/review (3-4 minutes)** revisit and review children's prior phonic knowledge
- **Teach (5-6 minutes)** children will be introduced to a new sound using the characters who are a key part in the lesson. The steps in every lesson are listen with Len, segment with Seb and blend with Ben, see it with Sam, segment with Seb and build with Bill, read with Rex and write with Ron.
- **Practise (7-8 minutes)** reading and writing words with the new learning in
- **Apply (7-8 minutes)** reading and writing captions or sentences with the new learning in
- **Finishing the session** children turn, talk and tell to their phonic friend about 'what have they been learning today?'

A multi-sensory approach is used when children are learning sounds encompassing visual, auditory and kinaesthetic activities.

The actions and rhymes from Supersonic Phonic Friends are taught and used consistently throughout all of the sessions by adults and children.

All adults within school have been trained to teach phonics using Supersonic Phonic Friends and follow a carefully planned structured

approach. Lessons are fast paced, physical and engaging. The idea is that all children are actively involved in phonics lessons.

Knowledge is constantly reviewed and reinforced in each phonics lesson and builds upon previous learning. Pupils are given opportunities to apply what they have learnt in classroom activities throughout the week.

Children are continually assessed and those who are falling behind are identified by teachers. Those identified will become part of our lowest 20% of readers and will receive additional, daily, high quality phonics using a pre-teach and post-teach approach. This will be as part of a small group.

Children in Nursery are expected to acquire a solid knowledge of Firm Foundations in Phonics 1 and maybe the very start of Basics 2 at the end of the Nursery year, depending on cohort.

Reception children are expected to acquire a solid knowledge of Basics 2 and 3.

Year 1

Children in Year 1 will be ready to start with Basics 4 before moving onto higher levels of phonics 5C and 5B.

Children in Year 1 are assessed against the statutory phonics test. This tests children's ability to apply their phonic knowledge, reading words which are real and nonsense.

Three mock checks take place during the year. This helps to track progress of individual children, identify gaps and therefore inform teaching. Year 1 children receive weekly phonics home learning activities to further support this.

Year 2

Children in Year 2 continue to use the Supersonic Phonic Friends approach as they move into National Curriculum statutory spellings and rules.

They may also be taught through other methods such as spelling rules in grammar, group or whole class reading.

Children who did not pass the phonics test in Year 1 are re-entered for the test in Year 2. These children will continue to receive daily phonics lessons and access additional phonics intervention to support them in making progress.

Tricky words/common exception words

These are taught daily outside of Phonics lessons in Reception, Year One and Year Two following guidance from Supersonic Phonic Friends.

Impact

Assessments linked to each level are carried out and these are used to inform future planning, identify gaps in specific children's learning and set targets etc.

Parents meeting

Three meetings for parents are ran during the Autumn term.

- Early Years - focuses on early phonics/reading
- Year One - includes specific information about the phonics screening
- Year Two - focuses on spelling, strategies to support spelling, the use of have a go books, individual spelling cards used etc.

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