



PHONICS POLICY

Holymead Primary School

DATE OF LAST REVIEW:

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1. RATIONALE

Our aim in teaching and learning in Phonics is:

- To teach children aural discrimination and phonetic awareness in order to encourage good writing and spelling development.
- To ensure the teaching of phonics is lively and engaging.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend so that decoding skills provide a sound foundation for reading, writing and spelling across the curriculum.

2. CURRICULUM

- Teaching of phonics will be taught using 'Unlocking Letters and Sounds'. We will show fidelity to this scheme by only using their resources including those for lessons.
- Phonics will be taught daily in Reception and in Year 1. In Year 2, children will revisit previously taught graphemes, blends, common exception words and alternative spellings.
- We will use 'Unlocking Letters and Sounds' interventions to support pupils who require additional support.
- Phonics teaching will be as required in Years 3, 4, 5 and 6.
- The teaching will follow the progression of 'Unlocking Letters and Sounds'.
- Children in EYFS and KS1 will take home a reading book that matches their phonic knowledge and assessment. They will only take home these decodable reading books until their assessment shows they are secure and that they can read these books fluently.
- The decodable books are matched to the teaching progression of 'Unlocking Letters and Sounds'.
- Children will also take home a shared reading book. This is a book that parents/carers read to their child. It is an opportunity for vocabulary and comprehension to be explored.
- Children will draw on their phonic knowledge to spell words as well as learning common exception words.
- All classrooms in Reception, Y1, Y2, Y3 and 4 will have the phonics sounds displayed.
- Reception and Y1 will use stars to indicate which sounds have been taught.
- Reception, Y1 and Y2 to have sound mats easily accessible for children to develop spelling and writing in all subjects. They will also be accessible to KS2 pupils if they are required.

3. TEACHING AND LEARNING

- Daily phonics in EYFS and Y1.
- Phonics and No Nonsense Spelling taught in Y2.

- Phonics and No Nonsense taught in Y3. Phonics will be taught to the pupils who still require support in this area.
- Phonics sessions in Years 4, 5 and 6 to be taught as required.
- Each phonics lesson should include the following:

Revisit – Review the previous learnt graphemes and common exception words.

Teach – Blending for reading and segmenting for spelling.

Apply – Writing or reading a sentence with the focus of the lesson.

Revise – Address misconceptions.

4. ASSESSMENT

Children in Reception, Y1 and Y2 are assessed in phonics on a regular basis in class. Pupils who have shown gaps in their phonetic knowledge on the KS2 site are assessed regularly.

Teachers familiar to pupils will administer the Year 1 Phonic Check in the summer term. The children who did not pass the Year 1 Phonic Check in Year 1 will receive regular phonic support in addition to the whole class phonic teaching in Year 2. An adult familiar to the pupils will administer the Phonic re-check in the summer term of Year 2.

5. INCLUSION

Phonics lesson opportunities will be provided to all regardless of gender, ethnicity, religion and ability. Differentiation may involve modifying learning objectives, teaching styles and access strategies.

6. MONITORING AND REVIEW

Phonics subject leader will oversee teacher's assessments of all pupils and ensure that children receive intervention and catch up learning where appropriate and needed.

Any children causing concern will be discussed with the SENDco and suitable action plans will be put in place.

Monitoring will be through lesson observations and assessing children's progress.

This Policy was issued for implementation on: January 2025

The policy will be reviewed: January 2027

Reviewed by Vicky Twinem and Caron O'Toole January 2025

This policy will be renewed: January 2025



Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.