

**Broadbent Fold Primary School
and Nursery**



**Phonics Policy
October 2024**

Rationale

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

Children at Broadbent Fold receive high-quality phonics teaching to secure the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. When children become fluent readers, they are able to concentrate on the meaning of the text. It is essential children acquire secure and automatic decoding skills to progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension and enjoyment.

Aims

Teaching to read include:

- Teaching children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- Encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- Ensure the teaching of phonics is lively, interactive and investigative.
- Enable children to use phonic awareness across the curriculum.
- Ensuring children know the 44 phonemes within the English language.
- Teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- Provide children with strategies to identify and decode 'tricky words.'
- Enthuse and engage children with a love of reading by sharing a range of high-quality children's literature.

Our approach to teaching phonics and early reading

Phonics is taught daily in EYFS and KS1 focusing on reading, spelling words and sentences using the '**First Class Phonics**' program. See **Appendix 1** for the systematic progression of sounds taught in phonics, the overview for '**First Class Phonics**' is split into **5 phases/sets**.

The systematic progression sets out our expectations for phonics progression in EYFS and KS1. Progression shows the expectations for reading and spelling words with GPCs which is from the simplest to the more complex GPC and takes into consideration the frequency of GPCs found in the most widely used phonically decodable reading schemes.

Throughout **First Class Phonics**, children will review and revisit previously taught GPCs and words, daily, weekly and within our designated 'Revisit' weeks. These weeks are built into the programme at appropriate points to assess key aspects of learning. It also includes specific 'Reading' weeks which allow teachers to focus their assessment on specific reading skills e.g. reading without picture prompts, reading uncommon real words and '**alien**' words and reading words with a range of graphemes and structures.

This progression also shows the expectation for additional word reading skills such as the reading of suffixes which have alternative pronunciations e.g. -ed; words that need to be 're-pronounced' e.g. words using the 'schwa' pronunciation; word structures e.g. multi-syllabic and **Common Exception (Tricky) Words**.

At Broadbent Fold, we expect the majority of children to make this level of progression if teachers maintain the recommended pace, provide regular practice and children participate on a daily basis. However, for children who struggle to 'keep-up', regular analysis of gaps and difficulties and additional support using First Class Phonics will ensure that they also make good progress.

Appendix 1 – Systematic progression from EYFS to KS1

Reception										
Autumn One										
Children learn to read AND spell:										
Phase 2 GPCs							Word Structures		Tricky Words	Other Word Reading/ spelling Skills
c	a	t	s	n	i	p	CVC		I the is as	Words ending s (plurals)
							CVCC (words ending in s only)			Words ending s (verbs)
m	d	o	g	k	e	two-syllable words				
Children learn to read										
Revisit and Assessment Week: Sets: 2.1 – 2.5										
Focus for Assessment: Read and Spell VC and CVC words using Phase 2 graphemes										
Progress Checks Phase 2 1a and 1b										
Autumn Two										
Children learn to read AND spell:										
Phase 2 GPCs							Word Structures		Tricky Words	Other word reading/ spelling skills
ck	u	r	h	b	CVC		go no his has		Words ending s (plurals)	
							CVCC (words ending in s only)		to of into	Words ending s (verbs)
ff	l	ll	ss	f	two-syllable words					
Revisit and Assessment Week: Sets 2.6 – 2.10										
Revisit and Assessment for Check (Aliens & Unicorns) 2.11										
Focus for Assessment: Read and Spell CVC, VCC, and CVCC (s) words using Phase 2 graphemes										
Progress Checks Phase 2 2a & 2b										

Reception

Spring One

Children learn to read AND spell:					Word Structures	Tricky Words	Other word reading /spelling skills
Phase 3 Part One GPCs							
j	v	w	x	y	CVC CVCC & CCVC words two-syllable words	one here visit love so was have give what you her	Words ending s (plurals)
z	qu	ng	sh	ar			Words ending s (verbs)
Revisit and Assessment Week: 3.4 – 3.10 Focus for Assessment: Read and Spell CVC, CVCC using Phase 3 Part One GPCs Progress Checks Phase 3 2a – 2d							

Please note: there may be children in Reception who would benefit from a revisit of Phase 2. We recommend that this is done through the Phase 2 Catch-up programme (see below). This should be delivered as an additional daily phonics lesson whilst Phase 3 Part One is also being taught.

Phase 2 Catch-up Programme							Word Structures	Tricky Words	Other word reading/spelling skills
Children learn to read AND spell:									
Phase 2 GPCs									
c	a	t	s	n	i	p	CVC CVCC and CCVC words two-syllable words	go no his has to of into do onto	Words ending s (plurals)
g	k	e	ck	b	r	h			Words ending s (verbs)
d	o	f	ff	l	ll	s			ss
Revisit and Assessment Week: Sets 3.1 – 3.3 Focus for Assessment: Read and Spell CVC, VCC, CVCC and CCVC words using Phase 2 graphemes Progress Checks Phase 3 1a – 1f									

Reception

Spring Two

Children learn to read AND spell:				Word Structures	Tricky Words	Other word reading/spelling skills
Phase 3 Part Two GPCs						
ch	ee	oo	th	CVC CVCC CCVC Two-syllable words	when my like she he me we be are they all walk talk four more saw your	Words ending s (plurals)
oo	th	or	oi			Words ending s (verbs)
Revisit Assessment Week: 3.11 – 3.16 Revisit and Assessment for Check (Aliens & Unicorns) 3.17 Focus for Assessment: Read and Spell CVC, CVCC and CCVC using Phase 3 Part Two GPCs Progress Checks Phase 3 3a – 3d						

Summer One

Children learn to read AND spell:				Word Structures	Tricky Words	Other word reading/spelling skills
Phase 3 Part Three GPCs						
igh	ai	ow	oa	CVC CVCC CCVC Two-syllable words	blue two want there oh five came out make day said time again made some	Words ending s (plurals and verbs)
						Words ending ing
air	er	ur	ear			Words ending ed (all pronunciations)
Revisit and Assessment Week: Sets 3.18 – 3.23						

Revisit and Assessment for Check (Aliens & Unicorns) 3.24
 Focus for Assessment: Read and Spell CVC, CVCC and CCVC using Phase 3 Part Three GPCs
 Progress Checks Phase 3 4a and 4b

Summer Two

Children learn to read AND spell:					Other word reading/spelling skills
Phase 3 Part Three GPCs				Word Structures	
igh	ai	ow	oa	CVC CVCC CCVC Two-syllable words	there oh five came out make day said time again made some
air	er	ur	ear		
Words ending s and es					
Words ending est					
Words ending ing and ed (all pronunciations)					
Revisit, Review and Assessment Weeks: Sets 3.18 – 3.24 Revisit and Assessment for Check (Aliens & Unicorns) 3.24 Focus for Assessment: Read and Spell CVC, CVCC and CCVC using Phase 3 Part Three GPCs Progress Checks Phase 3 4c and 4d					

Year One

Autumn One

Children learn to read AND spell:			Other word reading/spelling skills
Phase 4 Part One Word Structures	GPCs	Tricky Words	
VCC CVC CVCC CCVC Two-syllable words	Revisit Phase 2 GPCs Phase 3 Part One and Part Two GPCs	come likes some were little who looked our find don't gave	Words ending s (plurals and verbs)
			Words ending es
			Words ending ing and ed (all pronunciations)
			Words ending est
Revisit and Assessment Week: Sets 4.1 – 4.5 Revisit and Assessment for Check (Aliens & Unicorns) 4.6 Focus for Assessment: Read and Spell CVC, CVCC and CCVC using Phase 2 and Phase Three Part One and Part Two GPCs Progress Checks Phase 4 Part One 1a and 1b			

Autumn Two

Children learn to read AND spell:			Other word reading/spelling skills
Phase 4 Part Two Word Structures	GPCs	Tricky Words	
CV CVC CVCC CCVC VCCC CCCV CCVCC CVCC CCCVC CCCVCC CCVCC Two-syllable words	Revisit Phase 2 GPCs and Phase 3 Part 3 GPCs	he's she's where going liked today which I'm wants comes very	Words ending s and es
			Words ending ing and ed (all pronunciations)
			Words ending est
Revisit and Assessment Week: Sets 4.7 – 4.11 Revisit and Assessment for Check (Aliens & Unicorns) 4.12			

Focus for Assessment: Read and Spell all Phase 4 structures using Phase 2 and Phase Three Part Three GPCs
Progress Checks Phase 4 Part Two 1a and 1b

Spring One

Children learn to read AND spell:				Other word reading/ spelling skills		
Phase 5 Part One GPCs		Word Structures	Tricky Words			
ay	ea	ie	i-e	CV CVC CVCC CCVC CCCV CCVCC CCVC CCCVCC Two and three-syllable words	played always really please easy great grey by Friday why white tired quiet friend paper eight even here these those does didn't over old seven	Words ending in s and es
oe	o-e	a-e	e-e			Words ending ing
ue (oo)	u-e (oo)	ue (yew)	u-e (yew)			Words ending ed (all pronunciations)
aw	au	ir	er			Words ending est
Revisit and Assessment Week: Sets 5.1 – 5.9						
Revisit and Assessment for Check (Aliens & Unicorns) 5.10						
Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part One GPCs						
Progress Checks Phase 5 Part One 1a and 1b						

Spring Two

Children learn to read AND spell:				Other word reading/ spelling skills	
Phase 5 Part Two GPCs		Word Structures	Tricky Words		
oy	ou (ow)	CV CCV CVC CVCC CCVC CCCV CCVCC CCVC CCCVCC Two and three-syllable words	huge because laughed called asked Autumn work thirsty dirty any jumped house hour wanted their Wednesday Monday	Words ending s and es	
wh	ph			Words ending ing	
ew (oo)	ew (yew)			Words ending ed (all pronunciations)	
g (soft)	c (soft)			Words ending est	
Revisit and Assessment Week: Sets 5.11 – 5.15					
Revisit and Assessment for Check (Aliens & Unicorns) 5.16					
Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part One GPCs					

Progress Checks Phase 5 Part Two 1a and 1b

Summer One

Children learn to read AND spell:				Other word reading/ spelling skills	
Phase 5 Part Three GPCs		Word Structures	Tricky Words		
ow	ou (oo)	CV VC CVC CVCC CVCC CCV CCCV CCVCC CCCVC CCCVCC Two and three-syllable words	whole what where why who orange large giant danger once picked know could would should children tonight people lived Mrs Mr only before gone	Words ending s and es	
ie (ee)	ch (k/sh)			Words ending ing	
i (igh)	ea (e)			Words ending ed (all pronunciations)	
o (oe)	e (ee)			Words ending est	
Words with vowels making alternative pronunciation (schwa)					
Revisit and Assessment Week: Sets 5.17 – 5.21					
Revisit and Assessment for Check (Aliens & Unicorns) 5.22					
Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part Three GPCs					
Progress Checks Phase 5 Part Three 1a and 1b					

Summer Two

Children learn to read AND spell:				Word Structures	Tricky Words	Other word reading/ spelling skills
Phase 5 Part Four GPCs						
tch	al (or)	y (igh)	are (air)	CV VC CVC CCV VCC CVCC CCVC CCCV CCVCC CCCVC CCCVCC Two & three-syllable words	watch thought brought can't there's hasn't didn't are our wear tear where there their parents bear scary eye I'll I'm I've idea surprise promise break steak again alien fierce notice lettuce once one bicycle seventy eighty every everyone everybody everything everywhere any many anyone anything busy pretty super knew usual usually unique beauty beautiful queue also almost always already caught laugh daughter father rather knowledge cough	Words ending -s and -es
a (ai)	se (s)	dge	ce			Words ending y to ily
ge	le	u (yew)	y (ee)			Words with split digraph ending -ing and -ed
						Words ending in le to ly
						Words ending y to i + ed
Revisit and Assessment Week: Sets 5.23 – 5.28						
Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part Four GPCs						
Progress Checks Phase 5 Part Four 1a and 1b						

Year Two

Autumn One

Children learn to read AND spell:				Word Structures	Tricky Words	Other word reading /spelling skills
Phase 5 Part Five						
gn	mb	wr	ey (ee)	CV VC CVCC CCV CVC CVCC CCVCC CCCV CCCVC CCCVCC Two and three-syllable words	rough enough height arrive island decide children friend clothes tomorrow shoulder only who gone ghost guard knows known unknown knowledge doorknob water war warn towards love lovely some come become coming something woman colour could would should couldn't prey even people piece breathe believe complete brilliant through move prove improve radio alien fierce	Words ending in f - change f to v & add es
st (s)	a (o)	kn	o (u)			Words with split digraph ending -ing and -ed
						Words ending in e - adding -er and -est
Revisit, Review and Assessment Weeks: Sets 5.32 – 5.35						
Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part Five GPCs						
Progress Checks Phase 5 Part Five 1a and 1b						

Autumn Two

Children learn to read AND spell:				Other word reading /spelling skills	
Phase 5 Part Six			Word Structures		Tricky Words
ear (ur)	se (z)	or (ur)	CV VC	heart appear disappear lose	Words ending s and es
el	our (or)	ture	CVC CCV	because reasons pleasant	Words ending in y to i + ment ness full less
			CVCC CVCC	unpleasant desert museum	
ve	al	y (i)	CCCV CCVCC	history century our flour hour	Words ending in e – adding –er and –est
			CCCVC CCCVCC	quarter special official social	
ore (or)	ui (oo)	il	Two and three-syllable words	artificial physical move prove improve door floor poor oar roar quarter build biscuits building builder lizard	Common Homophones

Revisit, Review and Assessment Weeks: Sets 5.38 – 5.43

Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part Six GPCs

Progress Checks Phase 5 Part Six 1a and 1b

Spring One

Children learn to read AND spell:				Other word reading/ spelling skills	
Phase 5 Part Seven GPCs			Word Structures		Tricky Words
ze	e (i)	ear (air)	CV VC	different parents	Words ending s and es
			CVC CCV		Words ending y to i + ment ness full less
			CVCC CVCC		Words ending e: adding -ing, -ed -er and -est
			CCCV CCVCC		
			CCCVC CCCVCC		
age	ey (ai)	e (uh)	Two and three-syllable words		Common Homophones

Revisit, Review and Assessment Weeks: Sets 5.47 – 5.50

Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part Seven GPCs

Progress Checks Phase 5 Part Seven 1a and 1b

Spring Two

Phase 5 Part Eight GPCs			Word Structures	Tricky Words	Other word reading/ spelling skills
a (uh)	al (ar)	eer	CV VC CVC	chocolate	Words ending in f – change f to v & add es
			CCV CVCC CVCC	reign	words ending in –est
			CCCV CCVCC	neighbour	
			CCCVC CCCVCC	height	Changing pronunciation for words with schwa
o (uh)	sc (s)	ei/eigh	Two and three-syllable words	straight	
				sincerely	

Revisit, Review and Assessment Weeks: Sets 5.54 – 5.56

Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part Eight GPCs

Progress Checks Phase 5 Part Eight 1a and 1b

Summer One

Phase 5 Part Nine GPCs			Word Structures	Tricky Words	Other word reading skills
s (zh)	si (zh)	or (uh)	CV VC	sure pure cure secure	Words ending s and es
			CVC CCV	failure leisure casual usual	Words ending sion
ti (sh)	ar (uh)	augh	CVCC CVCC	usually unusual collision	tion
			CCCV CCVCC	confusion	Words ending ing and ed (change the root word)
ou (u)	our (er)		CCCVC CCCVCC	predator mission mansion	Words ending est
			Two and three-syllable words	magician passion session	
			sugar centre metre litre		
			tongue boulder		
			shoulder musician		
			discussion electrician		
Revisit, Review and Assessment Weeks: Sets 5.60 – 5.63					
Focus for Assessment: Read and Spell all Phase 4 structures using Phase 5 Part Nine GPCs					
Progress Checks Phase 5 Part Nine 1a and 1b					

Phonics lessons are split into 4 sections: **Revisit and review; teach, practise and apply.** This incorporates revisiting sounds already learnt, learning a new sound, practice through a game or activity and applying to a sentence/word.

Assessment

In EYFS and KS1 children are grouped according to similar phonetical ability, each group is monitored and reviewed constantly as part of the ongoing assessment of phonics.

Assessment and progression are continually recorded, information for assessment is gathered in various ways: by talking to children, asking questions, observing their work and setting specific tasks. Teachers use this assessment information to plan further work and set new targets. The attainment and progress of children in phonics is assessed discretely on a half termly basis and tracked throughout the year. These assessments also support judgements made at the end of each term for Reading and Writing.

Phonics screening check

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and blending skills. This information is submitted to the Local Authority. For children not achieving the phonics screening check further intervention and targeted support is put in place to enable them to complete the screening check again at the end of Year 2.

Children who require extra support to develop their phonic knowledge across Key Stage 1 and 2 receive targeted interventions. For children who do not pass the phonics screening check a second time, provision is made for interventions and targeted support in Key Stage 2.

Children in KS2 use their knowledge and comprehension skills from KS1 to focus on becoming fluent readers, learning different spelling patterns and rules (see Reading Policy for further information).

Reading

EYFS and KS1 children have a phonetic decodable reading book from a range of 9 schemes such as: Songbirds, Rocket Phonics, Dandelion, Big Cat Letters Sounds, Project X, Floppy's phonics, Word sparks, Bug Club and Traditional Tale. A child's phonetic decodable reading book will be two weeks behind where a child is in their daily phonics.

All classes have whole class texts and class reads that are shared with the children in various ways. We also have taught reading sessions using high quality texts, focusing on many different question types which relate to the content domains. The content domain sets out the relevant elements from the national curriculum programme of study. In EYFS early reading skills are taught alongside some basic comprehension.

How to support your child with phonics

There are many ways you can help support your child's phonics learning:

- As a parent, you are the model of good speaking and listening. Regularly introduce new words (vocabulary).
- Read to and with your child - this models good reading skills and promotes enjoyment of reading, read your child's individual reading book every day to practise decoding, fluency and understanding.
- Sing! Teach nursery rhymes and songs, provide opportunities to sing and recite.
- Play rhyming/phonics games and activities.
- Support your child with homework linked to phonics e.g. spellings / writing.
- Attend phonics workshops at school and ask for further advice from your child's class teacher.
- There are many good games and activities on the internet to support your child with phonics.

These include:

- Phonicsplay.co.uk
- Oxfordowl.co.uk
- Letters-and-sounds.com
- Teachyourmonstertoread.com
- Phonicsbloom.com
- Topmarks.co.uk/english-games/5-7-years/letters-and-sounds
- Additionally there are additional phonics apps on ipads and tablets that you can search and download.

Review

Phonics policy will be reviewed by the Phonics Leader and the Senior Leadership Team.

Date of next review: October 2025