

Broadbent Fold Primary School and Nursery



In Partnership with
**STAMFORD
PARK TRUST**

**Phonics Policy
October 2026**

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:								Other Word Reading/ spelling Skills	
Phase 2 GPCs							Word Structures		
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:							Other word reading/ spelling skills	
Phase 2 GPCs					Word Structures	Tricky Words		
ck	u	r	h	b	CVC CVCC (words ending in s only) two-syllable words	go no his has to of into		
ff	l	ll	ss	f			Words ending s (plurals)	
							Words ending s (verbs)	
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								

Spring One

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 Children learn to read AND spell:									Other word reading/spelling skills	
Phase 2 GPCs								Word Structures	Tricky Words	
c	a	t	s	n	i	p	m	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	u			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										

Spring Two

Children learn to read AND spell:						Other word reading/spelling skills
Phase 3 Part Two GPCs				Word Structures	Tricky Words	
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						

Children le

Children learn to read AND spell:						Other word reading/ spelling skills
Phase 3 Part Three GPCs				Word Structures	Tricky Words	
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)
air	er	ur	ear			Words ending ing
						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	Words ending s and es
					Words ending est
air	er	ur	ear		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 CVCCC CCCVC CCCVCC CCVCCC 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	
oe	o-e	a-e	e-e	
ue (oo)	u-e (oo)	ue (yew)	u-e (yew)	
aw	au	ir	er	Words ending in s and es
				Words ending ing
				Words ending ed (all pronunciations)
				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	huge because laughed	
wh	ph	CVCC CCVC	called asked Autumn	
ew (oo)	ew (yew)	CCCV CCVCC	work thirsty dirty any	
g (soft)	c (soft)	CCVC CCCVCC	jumped house hour	Words ending s and es
				Words ending ing
				Words ending ed (all pronunciations)
				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	whole what where why	
ie (ee)	ch (k/sh)	CVCC CVCC	who orange large giant	
i (igh)	ea (e)	CCV CCCV	danger once picked know	
o (oe)	e (ee)	CCVCC CCCVC	could would should	Words ending s and es
				Words ending ing
				Words ending ed (all pronunciations)
				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:					Other word reading/ spelling skills	
Phase 5 Part Four GPCs				Word Structures	Tricky Words	
tch	al (or)	y (igh)	are (air)	CV VC CVC CCV VCC CVCC CCVC CCCV CCVCC	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	Words ending –s and –es
a (ai)	se (s)	dge	ce	CCCVC CCCVCC	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 y to ily
ge	le	u (yew)	y (ee)	Two & three-syllable words		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:					Other word reading /spelling skills
Phase 5 Part Five				Word Structures	
gn	mb	wr	ey (ee)	CV VC CVCC CCV CVC CVCC CCVCC CCCV CCCVC CCCVCC Two and three-syllable words	Words ending in f – change f to v & add es Words with split digraph ending -ing and -ed Words ending in e – adding -er and -est
st (s)	a (o)	kn	o (u)		

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
			CVCC	CVCC	unpleasant desert museum	+ ment ness full less
ve	al	y (i)	CCCV	CCVCC	history century our flour hour	Words ending in e –
			CCCVC	CCCVCC	quarter special official social	adding -er and -est
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		Common Homophones
age	ey (ai)	e (uh)	CCCVC CCCVCC		
Two and three-syllable words					

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 CCV CVCC CVCC CCCV CCVCC	chocolate reign neighbour height straight sincerely	Words ending in f – change f to v & add es
o (uh)	sc (s)	ei/eigh	CCVC CCVCC Two and three-syllable words		words ending in -est Changing pronunciation for words with schwa

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
			CVCC CVCC	usually unusual collision	tion
ti (sh)	ar (uh)	augh	CCCV CCVCC	confusion	Words ending ing and ed (change the root word)
			CCCVC CCCVCC	predator mission mansion magician passion session	
ou (u)	our (er)		Two and three-syllable words	sugar centre metre litre	Words ending est
				tongue boulder	Words with vowels making alternative pronunciation (schwa)
				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 phonics ability. Each group is monitored and reviewed regularly as part of the ongoing assessment of phonics.

Assessment and progression are continually recorded, with information gathered through a range of approaches, including talking to children, questioning, observation, listening to children read decodable texts, assessing blending and segmenting skills, reviewing written work, and using specific phonics tasks and dictation. Teachers use this assessment information to identify specific gaps or misconceptions in children's phonics knowledge, including gaps in grapheme-phoneme correspondences (GPCs), blending, segmenting and the application of phonics when reading and writing. This information is used to plan subsequent teaching, set appropriate targets and identify children who require additional targeted intervention.

The attainment and progress of children in phonics is assessed discretely on a half-termly basis and tracked throughout the year. The Phonics Screening Check is used as an additional assessment point in Year 1, with pupils who do not meet the expected standard continuing to be assessed and supported in Year 2 & 3. Assessment information is also used to inform judgements about children's attainment and progress in Reading and Writing at the end of each term.

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.

Additional information about the Phonics reading check can be found here:

<https://www.gov.uk/government/publications/phonics-screening-check-information-for-parents>

Any pupil entering Year 2 who has not met the expected standard in the Phonics Screening Check, or who has identified gaps in their phonics knowledge that are impacting on their reading or writing, will receive targeted phonics intervention. This support will continue as pupils progress into Key Stage 2, where appropriate, to ensure that gaps are addressed and pupils develop the phonics knowledge and skills needed to become confident, accurate readers and writers.

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 in EYFS & Key Stage One

In EYFS and KS1, children have access to a **phonetically decodable reading book (a numbered book)** from one of our range of nine reading schemes: *Songbirds, Rocket Phonics, Dandelion, Big Cat Letters and Sounds, Project X, Floppy's Phonics, Word Sparks, Bug Club* and *Traditional Tales*.

Children's decodable reading books are selected to complement their phonics learning and will be at least two weeks behind the phonics being taught in their daily sessions, allowing children to consolidate previously taught sounds and develop confidence and fluency.

Alongside their decodable phonics book, children also take home a **colour-banded book** to support the development of their wider reading skills. These books provide opportunities to develop fluency, vocabulary, tricky word recognition and comprehension. Children are taught a range of comprehension skills, including **retrieval, vocabulary, inference, sequencing, prediction and decoding**.

In EYFS & KS1, children have access to a range of picture, fiction and non-fiction **library books**. The children will also bring home a library book of their choice, providing an opportunity for families to share stories together, enjoy reading for pleasure and nurture a lifelong love of reading.

Across the school, all classes enjoy **whole-class texts and class reads**, which are shared in a variety of engaging ways. Children also participate in taught reading sessions using high-quality texts, with a range of question types linked to the **National Curriculum content domains**. In EYFS, early reading skills are taught alongside developing basic comprehension. (see our Reading policy for further information).

Our aim is for every child to become a **confident, accurate and enthusiastic reader**, developing strong phonics knowledge alongside the wider reading skills needed to understand, enjoy and respond to increasingly complex texts.

How to support your child with Phonics

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

- **Be a model of good speaking and listening.** As a parent, regularly introduce and talk about new words and vocabulary with your child.
- **Read your child's phonics book at least three times.** Please read your child's phonics book at least three times and record this in their reading diary. Repeated reading helps to develop your child's confidence, accuracy and fluency. The books are carefully matched to the phonics sounds your child has already been taught in school. This means that, with regular practice, your child should become increasingly confident and be able to read the book fluently, rather than having to sound out every word each time they read it. Re-reading also helps your child develop expression and understanding

while building their enjoyment of reading.

- **Build confidence through shared reading. You can support your child by:**
 - ***Reading the book aloud first while your child listens.** This models fluent reading, expression and pronunciation.
 - ***Reading together by reading aloud and leaving out some words for your child to join in with.** This encourages them to follow the text, recognise familiar words and have a go at reading in a supportive way.
 - ***Taking turns to read a page each.** This gives your child the opportunity to practise their reading while keeping the experience enjoyable and positive.
 - ***Building towards independence.** As your child's confidence develops, encourage them to read more of the book independently.
 - ***Revisiting tricky words.** If your child finds a word difficult, go back to it and practise it together. Remember that not all words are decodable. Some may be tricky words or high-frequency words that your child needs to learn to recognise.
 - ***Read to your child regularly.** Reading stories and other books aloud to your child models good reading skills, develops vocabulary and promotes a love and enjoyment of reading. Encourage your child to listen to and discuss the story, characters and new vocabulary.
 - ***Sing!** Teach nursery rhymes and songs and provide regular opportunities for your child to sing and recite. This supports listening skills, rhythm, rhyme and language development.
 - ***Play rhyming and phonics games.** Make learning sounds and words fun through simple games and activities at home.
 - ***Support phonics-related homework.** Help your child practise activities linked to phonics, such as spellings, reading and writing.
 - ***Work in partnership with school.** Attend phonics workshops at school and speak to your child's class teacher if you would like further advice or support.

There are many fun games and activities on the internet to provide extra phonics practice for your child

These include:

- [Phonicsplay.co.uk](https://www.phonicsplay.co.uk)
- [Oxfordowl.co.uk](https://www.oxfordowl.co.uk)
- <https://letters-and-sounds.com/>
- [Teachyourmonstertoread.com](https://www.teachyourmonstertoread.com)
- <https://www.phonicsbloom.com/>
- [Topmarks.co.uk/english-games/5-7-years/letters-and-sounds](https://www.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.

Useful Links

<http://www.oxfordowl.co.uk>

Oxford Owl is a free website built to support you with your child's learning. You'll find age-specific reading and maths tips and activities, eBooks, and lots of fun ideas to really bring your child's learning to life. You will also find support and advice on a range of questions you may have – including helping your child with their phonics, motivating boys to read and ensuring your child is doing their best in maths.

www.bookstart.co.uk

This website provides information about the national Bookstart scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.