East Ayton Primary School

Traditional Values, Modern Vision

Phonics Policy

Reviewed: September 2026
Next review due: September 2027

1. Aims

High-quality phonic teaching secures the crucial skills of word recognition 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.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

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.

2. Our Phonics Planning:

- It is time-limited, such that the vast majority of children should be confident readers by the end of Key Stage 1. Most children learn phonic skills best in the first few years of school and we use actions, sounds and pictures to help them.

- It follows a planned programme, building on previous learning to secure progress
- It is taught daily in the morning when children are fresh.
- It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.

- It ensures children progress in developing and applying their phonic knowledge by assessing this.

- It is differentiated to provide for the needs of all children.

- Daily Sessions are around 20 to 30 minutes long. The class teacher provides copies of Phonics Planning in the EYFS and KS1.

3. Age related expectations within East Ayton Primary School

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 will need to judge the rate at which their children are able to progress through the phases and adapt the pace accordingly. As with much else in the early years, some children will be capable of, and benefit from, learning at a faster pace than their peers whereas others may need more time and support to secure their learning.

Nursery

In the Nursery, children enjoy learning Nursery Rhymes and Voice Play songs. Rhymes sensitize a child to the individual units of sound that make up a word. The rhythms present in nursery rhymes help children to remember the words, exercising their auditory memory skills. In line with the rest of the school, we follow the Twinkl phonics Programme, starting in Phase One.

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting.

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Letter sounds are taught in a specific order (not alphabetically) through the use of visual, auditory and kinesthetic learning. If children are ready, they will move on to Phase Two.

Reception

Children continue to use sounds and pictures during their reception year which is planned using the Twinkl Phonics programme. Children begin to use interactive ICT resources to practise phonics skills (eg. Phonics Bug).

Term 1 & 2 – Twinkl Phonics Phase 2 (5 weeks + 1 week recap)
By Christmas most children will be secure in these sounds and be having a good go at blending (synthesising) simple CVC words. A vast amount of blending will take place using the sounds correctly and segmenting orally and in spelling VC and CVC words.

Terms 3 & 4 – Twinkl Phonics Phase 3 (10 weeks + 2 weeks recap)
By Easter, most children are secure to the end of Phase 3, knowing the basic digraphs and long vowel sounds. They are reading the majority of the Phase 2 and Phase 3 High Frequency words (45 words) and they are able to read and write simple sentences.

Terms 5 & 6 - Twinkl Phonics Phase 4 (10 weeks + 2 weeks recap)
Period of consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters. By the end of Reception most children are secure in Phase 4.

KS1

In Year 1 and Year 2, children use the Twinkl Phonics programme. They also have the opportunity to play various phonics games and reinforce their skills using interactive ICT resources (eg. Phonics Bug).

Year 1

Term 1 - Twinkl Phonics Phase 4/5

Review of Phase 3 graphemes and consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters as Phase 4 of Twinkl Phonics. N.B. Children who are not working at Phase 4 in Term 1 will be identified and provision plans developed to better meet their needs in Term 2.

Term 2 onwards - Twinkl Phonics Phase 5 (30 weeks)

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high- frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word- specific knowledge of the spellings of words.

N.B. At the end of each term, assessments are made and children that are not working at the expected level begin Rapid Phonics intervention program at the beginning of the next term.

Term 3

In June, children in Year 1 will undertake the National Phonics Screening Check. The school sets a target each year for teachers to exceed the national average pass rate for children taking the Screening Check.

Year 2

Most children will begin Year 2 secure in Phase 5 of Twinkl Phonics. By the beginning of Phase Six, children should know most of the common grapheme- phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children's spelling should be phonetically accurate, although it may still be a little unconventional at times. During this phase, children become fluent readers and increasingly accurate spellers.

In Year 2, children will look at spelling patterns for the past tense, investigating and learning how to add suffixes, develop strategies for spelling long words and find and learn to tackle the difficult bits in words. In Year 2, the "Support for Spelling" programme (2009 National Strategies Ref: 00171- 2009DOM-EN) is followed from Term 2 onwards.

In Year 2, children working below age-related expectations will be supported in small groups to work on Rapid

Phonics. Some Year 2 children may take part in Phonics lessons in Year 1 in addition to their sessions in Year 2.

Re-screening will take place in June and all Non-SEND children are expected to pass the check at the second attempt.

Assessment

Assessments are undertaken each half term and children's progress is recorded in the child's individual assessment book. The phonics coordinator also puts the assessments onto a termly tracker for the EYFS and KS1.

Regular assessments help to determine the appropriate phase of phonics teaching for the next term and any additional intervention required.

Children will be assessed using:

- Twinkl Phonics assessment booklets
- Phase reading and spelling checks
- Phase sentence/phrase dictation activities

What we do if a child is not making progress

- Small step intervention programmes
- Individual Health Care Plan
- Investigate auditory problems
- Additional support in EYFS and S&L groups
- Appropriate differentiated support
- Rapid phonics Intervention Programme (lunchtime booster groups for phonics and reading)
- Sound mats will be available as required

Evaluation and impact

Governors are kept informed about the Phonics Policy in Nursery, Reception and KS1 by:

- Feedback from teachers -
- Head Teacher's report to Governors

The Governing Body monitors the quality and effectiveness of the Provision of phonics through the HT reports at full Governors Meetings.