Phonics Policy- draft

(Aligned with RWI Guidance)

1. Aims

Reading is the key to accessing the whole curriculum and is therefore a central priority in our school. Through the systematic teaching of phonics, we aim to ensure that every child becomes a fluent, confident reader who can access a wide range of texts and develop a lifelong love of reading.

We teach early reading through the Read Write Inc. Phonics programme, which provides children with the skills to decode words accurately and read with increasing fluency.

The aims of this policy are to:

- Ensure a consistent, high-quality approach to the teaching of phonics across the school
- Enable all children to develop secure decoding skills and reading fluency
- Ensure early identification and support for pupils who are at risk of falling behind
- Promote reading for pleasure and a love of books
- Provide guidance for staff, parents and governors on the teaching and learning of phonics

We believe that learning to read is the most important priority in the early years of school because it unlocks access to the wider curriculum.

2. Principles

Phonics teaching at our school is based on the following principles:

- Daily phonics teaching for all children learning to read
- A systematic synthetic phonics approach
- Teaching with fidelity to the Read Write Inc. programme
- Grouping children according to their reading stage rather than their age
- Using fully decodable books matched to the sounds children know
- Providing rapid intervention for children at risk of falling behind
- Maintaining high expectations for all pupils

Children read books that are carefully matched to the sounds they know, enabling them to practise and consolidate their developing decoding skills successfully.

3. Daily Phonics Lesson Structure and Progression

Phonics lessons follow a clear and consistent structure which helps children learn new sounds, practise blending and develop reading fluency.

A typical lesson includes:

Step	Activity
Revisit and Review	Practise previously taught sounds and words
Teach	Introduce new sounds or spelling patterns
Practise	Blend sounds to read words and sentences
Apply	Read decodable texts and practise spelling

Children learn to blend sounds using the character Fred the Frog, who helps them segment and blend sounds when reading words.

Lesson Length

Reception – 20–30 minutes daily
Key Stage 1 – 45 minutes daily

Children are assessed regularly and regrouped so that teaching is always closely matched to their reading stage.

Phonics Progression

Children progress through the programme in clearly defined stages.

Set 1 Sounds (Reception)

Children learn the initial sounds in English and begin blending simple words. They also learn to write the sounds they are reading.

The focus at this stage is:

- recognising sounds quickly
- blending sounds to read simple words
- beginning to segment sounds for spelling

Set 2 Sounds (Reception / Year 1)

Children learn alternative spellings of sounds they already know and begin reading longer words and simple sentences.

Children continue to read fully decodable books matched to the sounds they know.

Set 3 Sounds (Year 1)

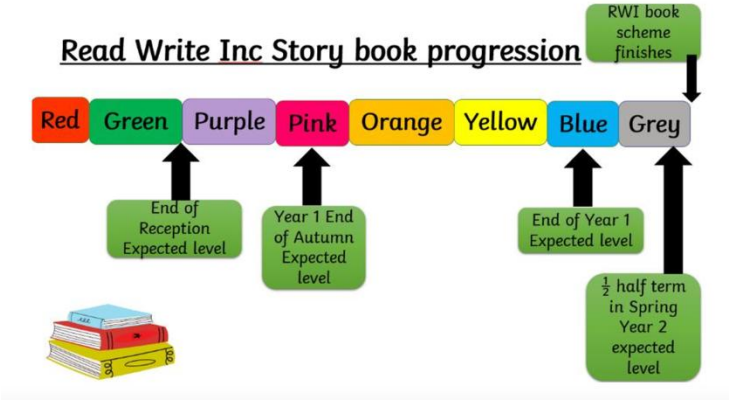
Children learn further alternative spellings of sounds and develop increasing reading fluency.

At this stage children begin to:

- read longer words automatically
- read sentences and short texts fluently
- develop confidence and reading stamina

Storybook Colour Progression

As children move through the programme, they read books that match their phonics knowledge.



4. Intervention and Support

Children who fall behind the pace of the programme are identified quickly and supported through targeted intervention.

Intervention follows three levels of support.

Universal (All Pupils)

Daily phonics lessons delivered through Read Write Inc.

Targeted (Small Group)

Additional practice sessions for pupils who need extra support with:

- sound recognition
- blending
- reading fluency

Intensive (1:1)

Short daily tutoring sessions for children requiring more intensive support.

Our aim is always to ensure children "keep up, not catch up."

5. Supporting All Learners

All children are entitled to high-quality phonics teaching regardless of their starting point.

Teachers monitor progress closely and adapt teaching to support pupils with additional needs.

Support may include:

- additional phonics practice
- targeted interventions
- adapted teaching strategies
- increased repetition and reinforcement

Children in Key Stage 2 who still require phonics support may follow the Fresh Start phonics programme to support reading accuracy and fluency.

6. Families and Home Support

Parents and carers play an important role in supporting children's reading development.

Children take home:

- a Read Write Inc. Storybook they have practised in school
- a Book Bag Book matched to their phonics level
- a reading for pleasure book

Families can support phonics development by:

- reading with their child daily
- encouraging children to sound out and blend words
- practising sounds and words from phonics lessons

Short, regular reading practice at home helps children develop confidence and fluency.

7. Supporting Parents

The school will provide parents with:

- information about how phonics is taught in school
- guidance on supporting reading at home
- links to pronunciation videos showing how to say pure sounds
- phonics information meetings and workshops

Parents are encouraged to use pure sounds when supporting reading at home (for example saying *m* not *muh*).

8. Monitoring and Assessment

Children's phonics progress is carefully monitored.

Children are assessed regularly using the Read Write Inc. assessment system.

Assessment information is used to:

- place children in the correct phonics group
- identify pupils needing additional support
- monitor progress across the school

Teachers monitor phonics development through daily lessons, reading sessions and ongoing assessment.

Reading Leader Monitoring Cycle

The Reading Leader ensures that phonics teaching is delivered with fidelity and high quality across the school.

Monitoring includes:

- phonics lesson drop-ins
- coaching and feedback for staff
- weekly practice sessions
- analysis of phonics assessment data
- monitoring intervention provision

This ensures teaching remains consistent and that all children make strong progress in early reading.

9. Roles and Responsibilities

Headteacher / SLT

- Ensure phonics remains a priority across the school
- Provide resources and training for staff
- Monitor the quality of phonics teaching

Reading Leader

- Lead the implementation of the phonics programme
- Monitor phonics teaching and pupil progress
- Provide coaching and support for staff

Teachers

- Deliver daily phonics lessons
- Model accurate pronunciation of sounds
- Identify pupils needing additional support

Teaching Assistants

- Support phonics groups and intervention sessions
- Reinforce phonics teaching in class

Parents / Carers

- Support children's reading and phonics practice at home

This policy was written in March 2026 and will be reviewed in March 2027.

Signed (Subject Leader):

Head Teacher:

Chair of Governors:
