



Radcliffe Hall

CE/Methodist Primary School

Phonics Policy

Let all that you do be done in love.

Demonstrating compassion, trust, love, forgiveness, community and friendship in all we do.

Do all the good you can.....



Love



Friendship



Compassion



Community



Trust



Forgiveness

Policy Review: ***This policy will be reviewed on an annual basis.***

Date of Issue: March 2025

Date of Last Review: March 2025

To be Reviewed: March 2026

Signed:

Reading and Phonics Lead

Signed:

Headteacher

Date:

Date:

25.03.25

Radcliffe Hall CE/Methodist Primary School Phonics Policy

Introduction

At Radcliffe Hall CE/Methodist Primary School, we are committed to providing high-quality phonics instruction to ensure that all children develop strong reading and writing skills. Our phonics teaching is based on the Junior Learning phonics scheme, which provides a systematic and structured approach to phonics education.

Aims

- To ensure all children develop secure phonics knowledge and skills.
- To provide daily phonics lessons in EYFS and KS1.

Phonics Teaching

Junior Learning Phonics Scheme

- We use the Junior Learning phonics scheme, which is designed to be engaging and effective for young learners.
- The scheme provides a clear progression of phonics skills, from basic letter sounds to more complex phonemes and graphemes.
- When staff join the school, they receive training in how to deliver this phonics scheme.

Daily Phonics Lessons

- In EYFS and KS1, children receive daily phonics lessons.
- Lessons are structured to include a review of previous learning, introduction of new sounds, and opportunities for practice and application.
- Activities are varied and interactive, including games, songs, and hands-on activities to keep children engaged.

Progression in Phonics

Junior Learning Letter and Sounds is split into six phases where letter sounds are introduced in a progression so that children can build on their knowledge and skills throughout the program. The six phases are:

Phase 1 – Taught in nursery but also incorporated into early teaching in reception

- Focuses on developing children's listening skills and awareness of sounds in the environment.
- Activities include listening walks, sound stories, and rhyming games.

- Children learn to distinguish between different sounds and develop their ability to hear and identify sounds in words.

Phase 2 – taught in reception

- Introduces children to 19 letters of the alphabet and their corresponding sounds.
- Children learn to blend sounds together to read simple words and segment sounds to spell words.
- Activities include letter recognition games, blending and segmenting exercises, and reading simple captions.

Phase 3 – taught in reception and recapped in Y1

- Teaches the remaining 7 letters of the alphabet and introduces 25 graphemes, including digraphs (e.g., 'ch', 'sh') and trigraphs (e.g., 'igh').
- Children continue to practice blending and segmenting sounds to read and spell more complex words.
- Activities include reading and writing sentences, phoneme spotter stories, and interactive phonics games.

Phase 4 – taught in reception and recapped in Y1

- Focuses on consolidating children's knowledge of graphemes and phonemes learned in Phases 2 and 3.
- Children learn to read and spell words with adjacent consonants (e.g., 'trap', 'milk').
- Activities include reading and writing longer sentences, phonics puzzles, and word-building games.

Phase 5 – taught in Y1 and recapped in Y2

- Introduces new graphemes and alternative pronunciations for graphemes already learned (e.g., 'ea' in 'tea' and 'head').
- Children learn to read and spell a wider range of words, including those with more complex phonetic patterns.
- Activities include reading and writing longer texts, phonics investigations, and word sorting exercises.

Phase 6 – taught in Y2

- Focuses on developing children's fluency and accuracy in reading and spelling.
- Children learn to use a range of spelling strategies, including prefixes, suffixes, and spelling rules.
- Activities include reading and writing extended texts, spelling games, and proofreading exercises.

Reading Books

- Reading books are carefully matched to each child's phonics stage.
- Children are provided with books that contain the sounds they have been learning, allowing them to practice and apply their phonics knowledge.
- Regular assessments are conducted to ensure children are reading books at the appropriate level.

Phonics Screening Check

- The Phonics Screening Check is an informal assessment conducted at the end of Year 1 to measure a child's ability to decode words using their phonics knowledge.
- The check consists of 40 words, including both real and nonsense words, designed to assess decoding skills.
- Children who do not pass the Phonics Screening Check receive additional support to help them make rapid progress and catch up with their peers.

Assessment and Monitoring

- Ongoing assessment is an integral part of our phonics teaching.
- Teachers use a variety of assessment methods, including observations, phonics checks, and reading assessments, to monitor children's progress.
- Assessment data is used to inform planning and ensure that all children receive the support they need to succeed.

Support for KS2 Students

- Children in KS2 who have not passed the Phonics Screening Check receive extra support to help them make rapid progress.
- Targeted interventions and additional phonics sessions are provided to ensure these children catch up quickly.
- Progress is closely monitored, and support is adjusted as needed to meet each child's individual needs.

Parental Involvement

- We believe that parental involvement is crucial to children's success in phonics.
- Parents are provided with information about the phonics scheme and how they can support their child's learning at home.

- Regular workshops and information sessions are held to help parents understand phonics and how to help their children.

Inclusion

- We are committed to ensuring that all children, regardless of their background or abilities, have access to high-quality phonics instruction.
- Differentiated teaching and additional support are provided to children who need it, including those with special educational needs and English as an additional language.

Review

- The phonics policy is reviewed annually by the Senior Leadership Team (SLT) and the governing body.
- Feedback from staff, parents, and children is considered in the review process to ensure the policy remains effective and relevant.