



The Flourish Federation

PHONICS POLICY

Ratified	15 th July 2026	Review	July 2027
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Introduction

The Flourish Federation strives to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with the belief that we first 'learn to read' and then 'read to learn'.

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To teach children to recognise the graphemes within words and associate them with the appropriate phonemes when reading and visa versa when writing – the reciprocity between reading and writing.
- To provide children with strategies to identify and decode 'tricky words.'

Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum

Teaching and Learning Guidance

The Flourish Federation follows the Little Wandle Programme across the EYFS and Key Stage One, introducing the Spelling Shed Programme in Year 2 to support the learning of spelling patterns. At KS2 Spelling Shed is used to teach spellings. A wide range of resources is used to support the effective delivery of phonics lessons by catering for all children's needs.

All Year One children take the Phonics Screening Check - a statutory assessment required by legislation. Those who do not meet the pass mark will be given daily, differentiated Phonics Top Up sessions taught by the Class teacher during Year Two, to provide them with sufficient knowledge to



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re-take the Phonics Screening Check. Those children who do not obtain the required level set by the Year 2 Phonics Re-Screening Check will continue to receive Phonics Top Up teaching in Year Three – which will be further supported throughout the year and across Key Stage Two with Little Wandle Catch-up and Spelling Shed.

Planning for phonics is done separately from literacy but with the understanding that good phonics teaching will link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson includes the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / phoneme words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

Organisation

Reception pupils will be taught a daily 20 minute discrete phonics session. Phonics skills are embedded in writing and reading tasks in Literacy sessions. Additional differentiated Top Up Phonics groups will be taught from Term 2 to ensure that all children are reaching their full potential within a challenging and supportive environment. Continuous provision in the indoor and outdoor learning environment in EYFS support children in consolidating their phonic knowledge. Phonics mats are freely available. Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 & 3 before they enter Year 1.

Year 1 pupils will be taught a daily 20 minute discrete phonics session. Phonics skills are embedded in writing and reading tasks in Literacy sessions. Additional daily differentiated Top Up Phonics groups will be taught ensure that all children are reaching their full potential within a challenging and supportive environment. The underlying aim of Year 1 is to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. Pupils will have much practice in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Year 1.

Year 2 pupils will be taught a daily 20 minute discrete phonics session. Phonics skills are embedded in writing and reading tasks in Literacy sessions Children in Year 2 who did not pass their phonics screening test in year 1 will continue to have daily differentiated high quality Top Up Phonics sessions taught by the class teacher to ensure all children reach their full potential.

In Key Stage Two pupils use Spelling Shed and Little Wandle catch-up interventions. These are based around the gaps identified through teacher assessment to ensure that no child is left behind. Lessons are quick in pace, well differentiated, engaging and challenging for all children within the lesson. Teachers use assessment to inform them of pupil progress and enables them to adapt the provision, if necessary, to ensure the needs of individual pupils are met.

Classroom Environment

In each class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats are available in every lesson to support



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children's early writing across the curriculum. In EYFS, the displays reflect the letters and sounds that the children have been taught. Working walls are updated weekly. There is provision for Phonics games and interactive phonics games. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Reading scheme

Systematic synthetic phonics plays a key role in a rich, varied and levelled reading programme. The levelled reading materials support children in applying their phonic knowledge and skills, as well as develop their reading comprehension. Levelled 'Collins Big Cat phonics for Little Wandle Letters and Sounds Revised' reading books allow children to consolidate and apply their phonics knowledge. Reading books are organized in line with the Letters and Sounds scheme and children are matched to books that include graphemes and tricky words at their personal instructional reading level. This makes it easy for teachers, parents and children to choose a text that was matched to the child's growing phonic knowledge.

Assessment

Year 1 pupils (and Year 2 re-Take pupils) are assessed in terms 2 and 4 to identify specific skills or any gaps in learning in line with the Phonic Screening. Little Wandle assessments take place at the end of each term, with children on 1:1 intervention being assessed every 3 weeks.

Homework

Parental involvement is a key aspect in the acquisition of Phonics.

Reception: EYFS teachers post daily sound videos on Class Dojo to share children's phonic learning with parents. They may include activities such as sound walks, correct letter formation, modelling and practicing sounds, learning sound rhymes, blending sounds in simple/CVC words and locating sounds in reading books. The key is for children to begin to understand the reciprocity between the spoken sound – what it sounds like – and the written sound – what it looks like.

Year 1: Weekly spelling linked to weekly Phonics learning & securing all Year 1 common exception words

Year 2: Weekly spelling linked to weekly Phonics learning, on key literacy words, securing all Year 2 common exception words by the end of Term 5, giving time to recap in Term 6.

Year 2 and KS2 receive spellings to learn supported by Spelling Shed resources.

Signed			
Headteachers		Date	
Chair of Governors		Date	