Holy Trinity CofE Primary School

Phonics Policy

Policy Reference:	Holy Trinity CofE Primary School Phonics Policy
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Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Statement of Intent

It is the vision at Holy Trinity C of E Primary School that our children will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for both purpose and pleasure.

To achieve our vision we must:

• Ensure phonics is taught daily.

• Ensure high quality, systematic phonic teaching is delivered.

• Ensure that phonics is taught with consistency and continuity from Nursery to Year Two or until children are proficient.

• Ensure that teaching is adapted according to the needs of all pupils, so that all pupils are sufficiently challenged at a level at which they can experience success.

• Ensure children use and apply these phonic skills as a key strategy for decoding, with the expectation that they will become fluent readers by the end of Key Stage One.

• Promote the use of phonics as a key strategy in the teaching of early spelling and writing skills.

• Ensure that all pupils make rapid progress in phonics and reading.

1. Rationale:

Competence in reading is the key to independent learning and at Holy Trinity, it is given the highest priority. Strong reading skills underpin success across the entire curriculum and play a vital role in developing pupils' confidence, motivation and enjoyment of learning. The teaching of phonological skills plays a central role in the development of early reading skills. A consistent and systematic approach to teaching phonics throughout EYFS and KS1 is fundamental to ensure continuity and progression as pupils move through the school.

2. What is Phonics?

Phonics is a body of knowledge that is necessary for children to learn to read and spell. Because of the complex alphabetic code of English, children are taught explicitly the correspondences between letters and sounds (graphemes and phonemes), as well as the skill of blending the individual sounds together to read. The term 'synthetic' phonics refers to the verb 'synthesise', meaning 'to combine'. The skill of segmenting words into their individual sounds is needed for spelling. Word reading and spelling are 'reversible processes'.

Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it.

Phonemes

A phoneme is the smallest unit of sound that signals a contrast in meaning. For example:

• the difference between the words 'gap' and 'cap' is the difference between the phonemes /g/ and /k/ at the start of each word

• the difference between ‘fine’ and ‘fight’ is the difference between the phonemes /n/ and /t/ at the end

• the difference between ‘stale’ and ‘stile’ is the difference between the phonemes /ae/ and /igh/ in the middle of each word.

English has about 20 vowel phonemes and 24 consonant phonemes.

Graphemes

A grapheme is a letter or group of letters that usually represents a single phoneme.

A grapheme can consist of:

• one letter, for example, ‘b’ – in big

• two letters (a digraph or a split digraph), for example, ‘sh’ in ship, ‘a-e’ in make

• three letters (a trigraph), for example, ‘igh’ in light

• four letters, for example, ‘ough’ in bough, ‘eigh’ in weight.

Decoding (word reading)

To decode words, children are taught to look at graphemes in written words from left to right and to say each corresponding phoneme in turn. Then they blend the phonemes to say the whole word.

E.g. Children:

1. see the written word ‘cat’

2. say the corresponding three phonemes /k/ /a/ /t/

3. blend the three phonemes to say the word ‘cat’

Encoding (spelling)

To encode words, children are taught to identify the phonemes in spoken words first. This is also referred to as ‘segmenting’ spoken words. Then they write the graphemes that represent the phonemes.

E.g. Children:

1. hear the spoken word ‘dog’

2. segment the word ‘dog’ orally – /d/ /o/ /g/

3. write the three corresponding graphemes ‘d’, ‘o’, ‘g’ to spell the word ‘dog’.

3. Teaching and Learning

High-quality phonic work will be most effective when:

• It is time limited, to promote confident readers by the end of Key Stage One.

• It is systematic, reinforcing and building upon previous learning to secure children’s progress.

• There is consistency and continuity in the teaching of phonics from EYFS to Year Two.

• Teachers are engaging and motivating, as children will mirror their teacher’s mood and attitude, pay attention and enjoy learning.

• Teaching spaces are well organised and allow children to focus on what they are learning.

• Teaching occurs in a quiet space. Children need to have the best chance to hear clearly and pay attention, because extraneous noise hinders their progress.

• It is taught discretely and daily at a brisk pace to maximise learning time.

• Routines and activities within a phonics session are embedded minimising unnecessary explanations and enabling pupils to focus on learning.

• It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.

• There are opportunities to reinforce and apply phonic knowledge and skills across the curriculum and in such activities as independent, shared and guided reading and writing.

Teachers should:

· Clearly communicate the learning intention for each session, ensuring pupils understand what they are working towards.

· Expect full participation, using strategies such as “my turn, your turn” to engage all learners.

· Provide regular practice of previously taught knowledge so that it becomes automatic and supports new learning.

· Revisit previously taught sounds daily to close gaps in learning swiftly.

· Maximise teaching time with purposeful activities that increase opportunities for reading and spelling.

· Provide frequent opportunities for pupils to apply and embed their learning.

· Use specific praise to recognise effort, attention and achievement, reinforcing positive learning behaviours.

Teachers should avoid:

• Any activity that discourages whole class participation at all times, E.g. Asking one child to write on the board while others watch; asking children to take turns to read letters and words; taking feedback from individual children; playing games that involve turn-taking, e.g. ‘Phonic Bingo’ or ‘What’s in the box?’.

• Asking children to write independently, before they have the necessary skills.

• Correcting spelling without appreciating that a child has identified a sound correctly, but not the correct grapheme.

• Modelling phonically plausible but incorrect spellings: the danger is the children may remember the wrong spelling.

• Getting children to write on a mini-whiteboards on the carpet. This does not help children learn to hold a pencil and form letters correctly. To write, they should sit comfortably on a chair at a table. Using a whiteboard also means there is no paper record of the work, for the child, the teacher, or the parent

4. Organisation

Holy Trinity C of E Primary School adopts the Systematic Synthetic Phonics programme (SSP) of Bug Club Phonics. Lessons are taught in line with the planning, resources and structure laid out in this scheme. See appendix 1 for the order in which grapheme/phoneme correspondences are taught. See Appendix 3 for Further lesson guidance for staff. As a school we have a fidelity to this programme, which ensures that there is a consistency of practice across all classrooms. Teaching resources and reading books also match this scheme.

Nursery

· In Nursery children will have a daily Phase 1 Phonics lesson from Phase 1- Pre-Reception units in Bug Club Phonics. This will progress to Phase 2 Phonics in Summer 2 to prepare the children for Phonics in Reception.

· The emphasis during phase 1 is to provide children with a rich language environment and support children to be attuned to the sounds around

them, preparing them to begin developing oral blending and segmenting skills.

· This phase is divided into 7 aspects: Environmental sounds, Instrumental sounds, Body percussion, Rhythm and Rhyme, Alliteration, Voice Sounds and Oral blending and segmenting

· It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities – which Bug Club Phonics supports. Aspect 7 will usually come later when children have had plenty of opportunity to develop their sounds discrimination skills

· These activities will be delivered in small home groups and be playful and interactive.

· Activities will concentrate on developing children's speaking and listening skills and will lay the foundations for phonics work which will start in Reception.

Reception

• In Reception and Year 1, children will have at least one phonics lesson every day that lasts approximately 20 minutes.

• Lessons will follow the Bug Club Phonics plans and teachers will ensure that children have the opportunity to revise GPCs, learn new GPCs, practice and apply in each session.

• The sequence and pace of learning set out by Bug Club Phonics will be followed to ensure most children meet ARE by the end of the year. (See appendix 1)

• Teachers will adapt planning and ensure that the revisit section of each session is tailored to the needs of their group/ class through the use of AFL.

• In Reception, children will take part in whole class Phonics and will then be allocated to a group following the first set of assessments.

• In Reception, children will use whiteboards and pens to segment within phonics lessons.

• In Reception, children will take part in daily reading interventions and will be provided with a reading book when confident with oral blending.

• At the end of Reception children should be secure in Phase 3 up to Unit 9 to be ARE and achieve the Early Learning Goal for Word Reading. At the end of Year 1 children should be secure in Phase 5 to be ARE and pass the Yr1 Phonics Screening.

Year 1

• In Year 1, children will have at least one phonics lesson every day that lasts approximately 20 minutes.

• If appropriate and in discussion with SLT, some cohorts may require two sessions a day for a fixed period of time to ensure there is sufficient time to learn and consolidate all required GPCs.

• Lessons will follow the Bug Club Phonics plans and teachers will ensure that children have the opportunity to revise GPCs, learn new GPCs, practice and apply in each session.

• The sequence and pace of learning set out by Bug Club Phonics will be followed to ensure most children meet ARE by the end of the year. (See appendix 1)

• Teachers will adapt planning and ensure that the revisit section of each session is tailored to the needs of their group/ class through the use of AFL.

• In Year 1 children will have individual phonics books in which they will practise and apply their spelling and writing.

• In Year 1 will be grouped appropriately in discussion with the Phonics Lead.

• Teachers will assess children each half term update the Phonics tracker. Children's progress will be discussed with the Phonics Lead and next steps will be agreed so children are able to close gaps in learning and make continual progress. This may include Phonics interventions, 1-1 reading, word cards to send home etc.

Year Two

• Pupils in Year Two will receive daily "SPAG" lessons (Spelling, Punctuation and Grammar) and teaching staff will initially use the Phase 6 units on Bug Club Phonics to support this teaching.

• Pupils in Year Two who do not pass the Year 1 Phonics screening will continue to receive daily phonics lessons in line with Bug Club Phonics.

• Staff are required to stick to the pace set out by SLT for the delivery of each phase of phonics, this will ensure that national expectations are met.

Key Stage Two

• In Key Stage Two, provision will be made for those pupils who continue to need specific phonics support. The 'Rapid Phonics' intervention will be delivered until those identified children have secure decoding skills. This Intervention scheme is compatible with our SSP.

• Children who enrol in our school during KS2 and are not working at an expected level in reading will be screened using The Rapid Phonics assessment to see if they would benefit from Phonic intervention. See Appendix 4 for the order in which sounds are taught using the Rapid Phonics Approach

5. Assessment and Record Keeping

All teachers should ensure that they are aware of individual children's needs through on-going formative assessment. Teachers should formally assess their children's progress at the end of each half term in order to inform the next stage of planning.

Assessment takes the form of a phonics check where the teacher will be able to assess the children's understanding of:

- Grapheme to phoneme correspondence
- The ability to segment words
- The ability to blend real and pseudo words
- Application of these skills in spelling

Assessment information will be recorded in the Phonics Tracking Grid (Appendix 2), which will be completed by the class teacher each half term. It is essential that analysis of the data is completed by the class teacher in order to have a clear picture of those pupils 'on track' to meet the expected level.

At the end of Reception children will be assessed against the Early Learning Goals, one of these being "Word Reading".

At the end of Year 1 there is a statutory assessment - Year 1 Phonics Screening Check (Standards and Testing Agency 2012) which takes place in June of each year.

In Year 2, children who did not reach the required standard for the Year 1 Phonics Screening Check will need to be re-assessed. These children will then be required to retake the test in Y2 during the following June testing period. Pupils who did not take the test in Y1 will be expected to take it in Y2.

6. Reading and Reading Books

Children will be encouraged to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. As a school, we have invested in 'decodable' books that match the Bug Club Phonics scheme exactly. Children have the opportunity to read both hardcopy books and e-books with their online account, both in school and at home.

Pupils who are still at the early stages of learning to read are given ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words.

As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils will then have opportunities to exercise choice in selecting books and be taught how to do so.

7. Leadership and Management

The subject leader, with the support of the Senior Leadership Team is responsible for raising standards and developing literacy across the school, monitoring the quality and impact of teaching and learning and the effective use of resources.

The subject leader will:

• Provide a strong vision and role model for staff.

• Help identify training needs and address training needs as a result of audits, monitoring and evaluation programmes, induction and appraisal systems.

• Lead, arrange and support school based training for all staff and seek out any available external SSP training with accredited training providers.

• Disseminate relevant advice and information from courses.

• Provide advice and support, or refer to other colleagues with specialisms.

• Liaise with key staff within the school to facilitate the teaching of reading.

8. Monitoring and Review

It is the responsibility of our governing body to agree and then monitor the school Phonics Policy. This policy will be reviewed and updated every two years by the subject leader in consultation with teaching staff.

Date compiled: 6th June 2026

Date to be reviewed: June 2028

APPENDIX 1 - Order sounds are taught using Bug Club Phonics SSP

Programme structure

Unit structure

The following tables show what is covered in each of the units of *Bug Club Phonics*. (See also the section '*Bug Club Phonics* and the phases of progression' on page 9.)

For reference purposes, Table 1 (covering Units 1–12) shows what will have already been taught in Reception (Primary 1).

Table 1 Units 1–12 of *Bug Club Phonics Reception (Primary 1)*

Phase	*Unit*	*Focus*	*Not fully decodable words (irregular words)*
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	I, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

The following table (Table 2) shows what is covered in each of Units 13–30, the Key Stage 1 (Primary 2 & 3) part of the programme.

Table 2 Units 13–30 of *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*

Phase	*Unit*	*Focus*	*Irregular/high-frequency words*
5	13	wh, ph,	oh, their, people
	14	ay, a-e, eigh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked
	16	ie, i-e, y, i (long i)	water, where
	17	ow, o-e, o/oe (long o)	who, again
	18	ew, ue, u-e (long o), u/oul, (short oo)	thought, through
	19	aw, au, al	work, laughed, because
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty
	21	ou, oy	different, any, many
	22	ere/eer, are/ear	eyes, friends
	23	c, k, ck, ch	two, once
	24	c(e)/c(i)/c(y), sc/ st(l) se	great, clothes
	25	g(e)/g(i)/g(y), dge	it's, I'm, I'll, I've
	26	le, mb, kn/gn, wr	don't, can't, didn't
	27	tch, sh, ea, zh, (w)a, o	first, second, third
6	28	suffix morphemes ing, ed	clearing, gleaming, rained, mailed
	29	plural morphemes s, es	men, mice, feet, teeth, sheep
	30	prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

APPENDIX 2 – Internal Assessment Tracker (Half Termly)

Class:	Class teacher:	Academic Year: 2025 - 2026

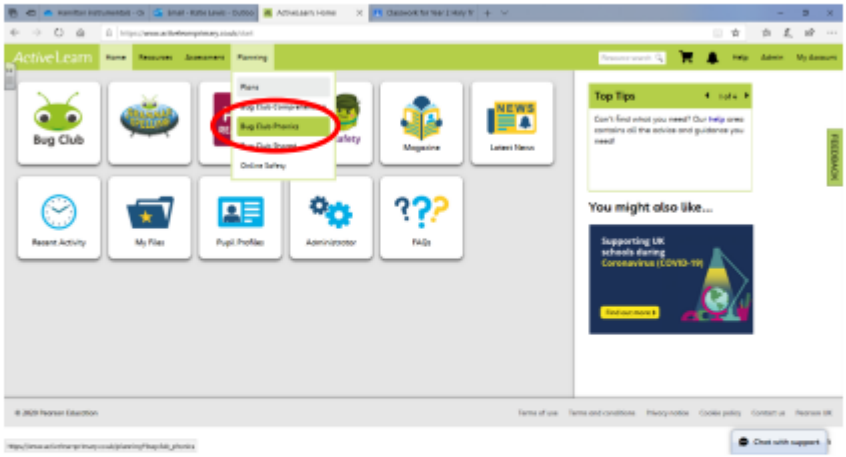
Colour coding: AP1 AP2 AP3 AP4 AP5 AP6 Reception Baseline:

	Nursery 2		Reception							Year 1					
	AP 2.5	AP 3		AP 0.5	AP 1	AP 1.5	AP2	AP 2.5	AP 3	AP 0.5	AP 1	AP 1.5	AP2	AP2 .5	AP3
				Phase 2		Phase 3			Phase 4	Phase 5					
Name:	Oral Blending 1-5	Oral Blending 6-10	Phase 2 Phonemes	Blending 1 - 12	Blending 13 - 24	Blending 1 - 14	Blending 15 - 28	Blending 29 - 42	Blending 1 - 8	Blending 9 - 16	Blending 1 - 8	Blending 9 - 15	Blending 16 - 22	Blending 23 - 30	Blending 30 -36

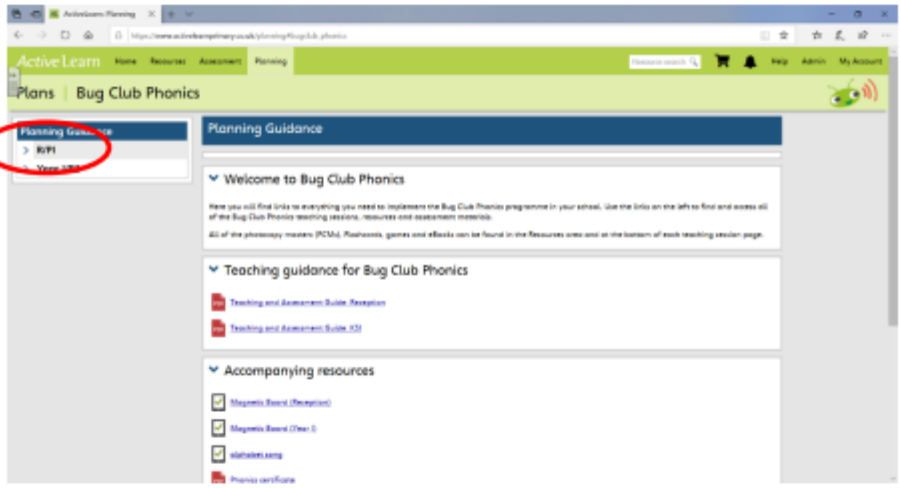
APPENDIX 3 – Phonics Lesson Instructions and Expectations

Phonics Lessons Instructions

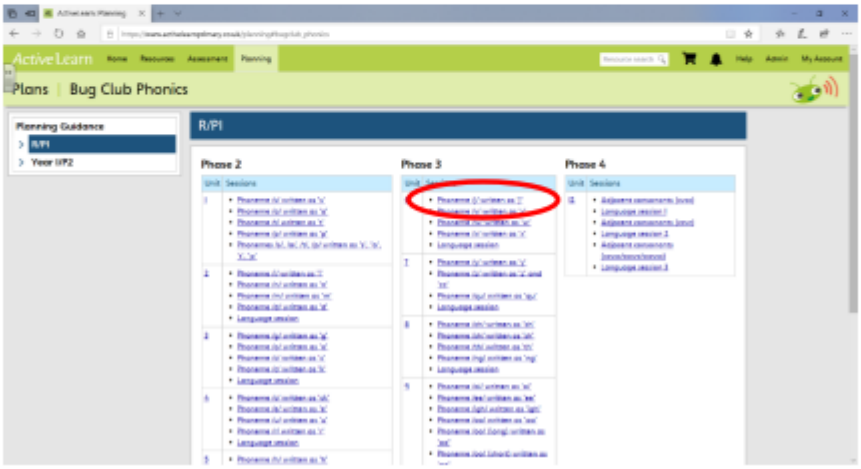
Please use Active learn lessons. Go to Planning tab and select Bug club phonics.



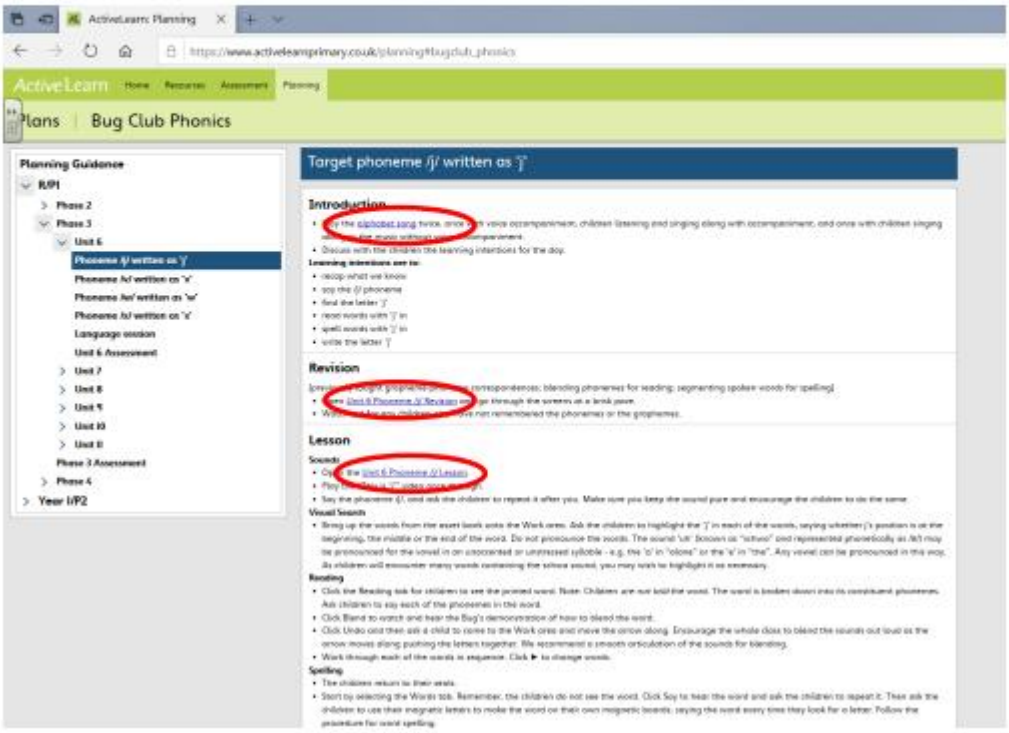
Select the Phonics Phase you are working in:



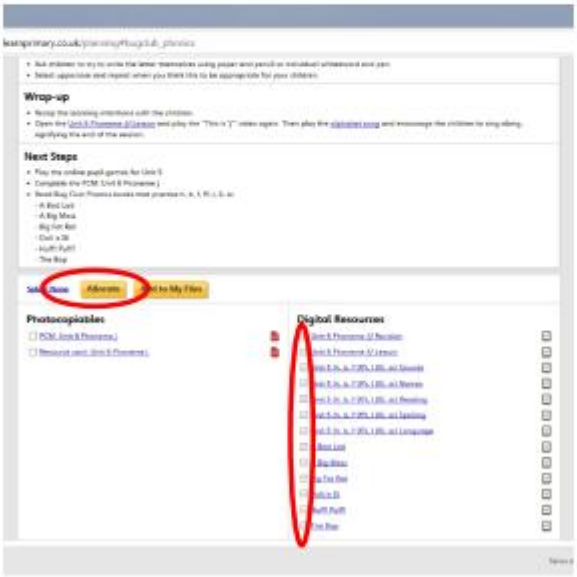
Click on the lesson you need to teach



Follow through the lesson plan. Blue underlined writing will take you to the link for that resource.



At the bottom of the page it allows you to quickly allocate the correct books and resources to the children's accounts. Can phonics group leaders manage this please adding on the new books and resources for each set. Please delete any old books or resources as needed weekly so that the children's account does not get clogged up with old resources.



Expectations

Phonics must be taught 5 days a week and should be a priority on your timetable (at the start of the day unless there is a conflict with P.E, Music etc.)

- SEND children still working in phase 2/3 can use magnets to build words until confident. Children can progress to whiteboards to focus on their formation and then into books when ready, to practise the positioning of their letters. Phase 5 children should be writing in Phonics books.
- Ensure there is **no turn taking within sessions** – all children should be participating at all times.
- You must keep the pace, **never repeat a lesson keep moving forward** through the letter sounds.
- Please speak to KK if there are any misunderstandings, issues or questions or if you feel more CPD is needed.

Displays and flash cards

- Use of the Phonics Bugs Flash cards (online), displays and letter mats will ensure consistency of teaching throughout the school.

Reading Books

- Children need two books each week.
- One colour banded book off the shelves (Oxford Reading Tree etc).
- The other needs to be a phonics bugs book. **This book MUST match the set/unit they are working on in their phonics lessons (this is part of Ofsted guidance).** Ignore any coloured banding on the phonics bugs books children get the book that matches phonics regardless of the colour label)
- Please do not hoard books in your rooms.
- Please make sure all books are returned to the correct places (Phonics Bugs books have been organised by "Set/ Unit"
- Please follow instructions on previous page to allocate the children in your phonics groups the correct bug club books and activities to their online accounts as well as the 2 paper books sent home

Bug Club online

- Please regularly change the books and games allocated to children on Bug Club. Ensure older resources are deallocated so that children's log ons are not cluttered with lots of resources and have just the most relevant ones to their learning.
- If you have children not accessing bug club please can you speak to parents and remind them to log in. It would be great if you could check engagement every few weeks.

Structure of a Phonics lesson

Recap

- This part of the lesson is all about closing the gaps and revising all previous learning. As well as following the lesson plan, at the start of EVERY session please recap on the previous phase of sounds to consolidate them (e.g. if your group are learning in Phase 3, show them the phase 2 sounds at the beginning of every session to plug any gaps etc.
- If children struggle with a particular phoneme you have taught, build in time at the start of lessons to blend some words with that phoneme in.
- Also do a quick flash through of appropriate **tricky words**.
- **Alien words** must be included in the recap.

Remember to include:

- All previous sounds
- Blending practise x5
- Alien words x5
- A set of tricky words x5

Teach

- This part of the lesson is exposing children to seeing and saying the new sound as well hearing the sound in words.
- Play the video and model the new sound. Then prompt children to repeat the sound ensuring they are articulating this correctly. You can prompt children to say it out loud, whisper it, repeat it to their partner etc.
- Then, play the video, pausing it and asking children what words might be represented by the objects. If there is opportunity, sound out each word to give the children a clue so they orally blend the words e.g. this is a b-oa-t.

Practise

- This part of the Phonics lesson is all about giving the children opportunities to sound out and blend the new sound.
- Prompt the children to recognise the sound. Is it at the beginning/middle/ end of the word? This will help the children with their pattern seeking as some sounds are only present in certain parts of words.
- All children should be pointing to each sound and then blending with their *blending finger*. If children struggle to blend, use 'My Turn, Your Turn' to model.
- If appropriate, once children have read the words, go back to the start and do a 'quick read' to encourage children to read the words on sight. This will support their fluency.

Apply

- This part of the lesson is all about providing children with opportunities to practise spelling words containing the new sound. This places more of an emphasis on

spelling and writing than the other three parts of the lesson, which focus heavily on reading.

- Say the spelling and prompt children to repeat it. Then, encourage children to segment the word using their *robot arms* and blend the word back together.
- Children can then have a go at writing it down and can add on sound buttons if preferred. Please provide the appropriate feedback regarding spelling, letter formation and positioning.
- HA children should be challenged with holding and writing a simple sentence at the end of this part.

APPENDIX 4 – Rapid Phonics Order of Teaching



PHONICS

STEP 3.1

/i/	/ai/	/ee/	/ie/	/oa/	/ue/
in myth	rain name play they paper	keep team we these very shield	pie line light try child	boat cone both yellow mould	statue cube tuna few

/ar/	/er/	/or/
far last	her blur girl	form haul saw walk



/oi/	/ou/	/oo/	/oo/
boil enjoy	loud crowd	good could bull	cool glue blew flute you do



/e/	/u/
hen head said friend	hug young some month

STEP 3.2

/c/	/j/	/ch/	/ng +k/
cat kit rock school	jam gel magic gym George fridge	chop catch	tank



/s/	/w/	/sh/	/f/
sat fuss cent city fancy fence house	wig when	ship chef	fit huff dolphin rough

