



# PHONICS POLICY

Policy Formally Approved	September 2025
Policy to be Reviewed	September 2026

It is the responsibility of the **Standards Committee** to review this policy and bring it forward to the full Governing Body for approval.

Signed by

Headteacher: .....Date:.....

Chair of Committee: .....Date:.....

Chair of Governors ..... Date .....

## OUR AIM

Our aim at Fressingfield Primary School is for children to develop a love of reading and to become confident, secure readers by the end of Key Stage 1. We want our children to quickly develop automatic decoding skills and to progress rapidly from 'learning to read' to 'reading to learn.'

The ultimate goal of learning to read is comprehension. It follows that, in order to comprehend written texts, children must learn to recognise – decode – the words on the page. The Rose Report (2006) identified that the teaching of an effective, systematic, synthetic phonics programme is the most effective approach to teaching children to read. The Department for Education reaffirms this view and requires all educational settings to implement such a programme.

We teach reading through Pearson's Bug Club Phonics – one of the government's approved providers.

From September 2025 we will be working closely with our local Literacy Hub the Wensum Trust to focus on the teaching of phonics and Early Reading as a partner school. Any changes made to our provision as a result of this partnership will be included in the Phonics Policy from September 2026.

## INTENT

At Fressingfield Primary School, we aim to deliver high quality phonics teaching which secures the crucial skills of sound/ word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.

We do this by ensuring knowledge is taught through appropriate coverage, content, structure and sequencing and that our phonics programme is implemented effectively to the bespoke needs of our children.

We aim to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.

We do this through responsive teaching, assessment and good subject knowledge and pedagogy so that the curriculum is rich and varied to appeal to all learners.

Within the phonics program we give children word work strategies that will enable them to become fluent readers and confident writers.

## IMPLEMENTATION

### NURSERY

Phase 1 phonics is taught over 3 sessions weekly by the Nursery Nurse and Teaching Assistants.

The staff use the games and activities in Letters and Sounds

- To train children's ears to the sounds around them – auditory discrimination
- Auditory memory and sequencing
- Oral segmentation and blending skills
- Developing vocabulary and language comprehension

Picture talk books are used as a basis for new words and vocabulary.

Activities include phase one phonics activities, knowledge and understanding activities and vocabulary activities.

Phase 1 is taught continuously throughout the year.

### RECEPTION & KEY STAGE 1

Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children learn to read by the age of six in a fun and accessible way. Following its own proven progression, the programme matches the National Curriculum and Early Learning Goals and follows the progression outlined in Letters and Sounds. It uses well known characters from children's television; interactive games and rewards to keep the children motivated.

*Reading Material:* Bug Club Phonics decodable readers match the order in which grapheme-phoneme

correspondences are introduced in class, giving children the opportunity to practise their blending skills and to consolidate their knowledge. Each child is allocated the relevant eBook to match with the correct phonic phase. The eBooks are invaluable in helping pupils practise reading at home as they include a phoneme pronunciation guide to aid pupils' blending skills.

*Assessment:* Bug Club Phonics includes formative and summative assessments. The daily sessions include whole-class revision and new phoneme focus sections which identify those children who need immediate extra support during the subsequent guided independent work. 'Keep-up' sessions are used daily with children who need support, to quickly practice phoneme recognition. Digital games are also provided to offer ample opportunities to assess pupils' progress in a low-stakes, fun way. Summative assessments are included at the end of each half term and at the end of each unit and phase ensuring frequent and detailed feedback for teachers to act on.

*Adaptation:* Bug Club Phonics is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research (which underpins the programme) showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly. Bug Club Phonics is carefully mapped out to ensure teachers can cover the required curriculum before the Year 1 Phonics Screening Check. There are guidelines on how to pace the lessons and units within the teacher guides. Within each lesson, there are opportunities for independent work, where differentiated resources can be used, such as the differentiated Language Session worksheets (from unit 5 onwards) to ensure the work given to each pupil is demanding, challenging and builds their knowledge.

*Phonics Screening Check:* In the summer term, Year 1 children will take a Phonics Screening Check in which children will be expected to read 40 decodable 'words'. This progress check identifies those children not at the expected level in reading – and these children will be re-checked in Year 2.

*Phase 6:* Children who are secure at phase 5 go onto phase 6, focusing on spelling. Sessions include direct teaching of spelling strategies, proofreading, high-frequency words. This will be completed in spelling lessons and homework activities.

*Additional Support:* If there is a need, pupils will be given extra support to help them improve reading skills and make progress. Support will also be provided for older pupils who may be experiencing difficulty in reading/writing because they have missed or misunderstood a crucial phase of systematic phonics teaching.

## **KEY STAGE 2**

Some children continue to require support to consolidate their phonological understanding through Key Stage 2. This support is delivered in a variety of ways:

- Early Birds Phonics Small Groups
- 1:1 Reading and phonics intervention including:
  - Precision Teaching
  - Nessy Spelling and Nessy Phonics
  - BEAT Dyslexia
  - STILE Phonics and STILE Comprehension

## **TIME AND ORGANISATION**

### **RECEPTION**

Five 25 minute phonics sessions are taught each week. Generally, a new phoneme (phoneme-grapheme correspondence) will be introduced in four of these sessions (Monday – Thursday) with a review session taking place on Friday. Follow-up tasks are available in Reception for independent work. There is also a letter-formation / handwriting lesson each day taught using the Letter-form scheme of work and resources. There is also a literacy lesson four times a week and Guided Reading sessions each week. In Reception, children are also heard read 1:1 at least twice every week – once by the Teacher and once by the Teaching Assistant.

Books and book bags are sent home each night and every pupil has a reading record to enable school/parent communication. Reading books are exactly matched to a child's phonic ability through Reception and Key Stage 1 using the Bug Club Phonics books. We strive to read these books with the children in school first so that parents can prioritise reading with expression and comprehension rather than decoding skills. These are also available as digital books. Throughout the school, children receive rewards when they read at home and this is communicated in the reading record.

### **KEY STAGE 1**

Five 25 minute phonics sessions are taught each week. Generally, a new phoneme (phoneme-grapheme correspondence) will be introduced in four of these sessions (Monday – Thursday) with a review session taking place on Friday. Follow-up tasks are used in Key Stage 1 as both Early Morning Tasks and independent tasks during Guided Reading. Each class also runs a literacy lesson every day using The Write Stuff approach and three Guided Reading sessions each week. In Reception, children are also heard read 1:1 at least once every week. In Key Stage 1, priority readers are heard as frequently as every day where necessary.

Books and book bags are sent home each night and every pupil has a reading record to enable school/parent communication. Reading books are exactly matched to a child's phonic ability through Reception and Key Stage 1 using the Bug Club Phonics books. We strive to read these books with the children in school first so that parents can prioritise reading with expression and comprehension rather than decoding skills. These are also available as digital books. Throughout the school, children receive rewards when they read at home and this is communicated in the reading record.

## **HOME/ SCHOOL PARTNERSHIP- PARENTAL INVOLVEMENT**

Reading workshops are provided for parents to come in and learn about the way that phonics is taught. This takes the form of an introduction to phonics followed by participation or observation of a modelled phonics lesson. Booklets to support the learning are shared offering advice for supporting phonics at home.

## **THE ROLE OF THE HEADTEACHER**

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leaders approach to English development across the Curriculum.
- To support and encourage all staff in the teaching of English.
- To promote English in school.
- To make necessary resources available to enable the development of English.

## **THE ROLE OF THE SUBJECT LEADER**

- To review and monitor the planning, teaching and assessment of Phonics and follow-up concerns.
- To promote English across the school.

- To provide good examples of the teaching of Phonics in the classroom.
- To make resources available.
- To plan for future development through action plans.
- To work alongside staff when required.
- Attend relevant courses and give information back to staff.
- Arrange INSET courses for staff.
- Encourage parental involvement.

#### **ROLE OF THE STAFF**

- To ensure that phonics is used in the classroom in line with the National Curriculum.
- To implement the teaching of phonics with fidelity to our chosen scheme (Bug Club Phonics).
- To assess the children's progress and ensure interventions are in place for those not making the expected progress.
- To ensure that there is equality of opportunity in the teaching of phonics.
- To inform the co-ordinator of any problems which may arise in the implementation of phonics.
- Teach and assess the children in phonics.

#### **ROLE OF THE GOVERNING BODY**

- The Governors will monitor the development and implementation of Phonics in school.

Review This policy is to be reviewed every year.

**APPENDIX 1**

**PHONICS PROGRESSION CHART**

**FRESSINGFIELD PRIMARY SCHOOL**

WHEN TAUGHT	PHONIC PHASE	UNIT	SOUNDS COVERED	EXAMPLE WORDS	TRICKY WORDS
NURSERY & RECEPTION FIRST HALF TERM	1		auditory discrimination, memory and sequencing. oral blending and segmenting developing language and comprehension		
RECEPTION AUTUMN TERM	2	1	s a t p	sat, pat, tap	the to l no go into and
		2	i n m d	din, man	
		3	g o c k	dog, cod, kip	
		4	ck e u r	rock, men, sun	
		5	h b f ff l ll ss	hill, puff, lip, mess, tub	
RECEPTION SPRING AND SUMMER TERM (RECAP YEAR 1 AUTUMN)		6	j v w x	jog van web box	he she we me be was you they all are my her
		7	y z zz qu	yes zip fizz quiz	
		8	ch sh th th ng	chop ship cloth them hang	
		9	ai ee igh oa oo oo	rain peel night coat book moon	
		10	ar or ur ow oi	jar born surf cow soil	
RECEPTION SUMMER TERM (RECAP YEAR 1 AUTUMN)	4	12	ccvc and cvcc words		said have like so do some come were there little one when out what
YEAR 1 AUTUMN – SUMMER (RECAP YEAR 2 AUTUMN)	5	13	wh ph	whip dolphin	oh people their mr mrs looked called asked
		14	ay a-e igh ey ei	spray plate weigh they reins	
		15	ea e-e ie ey y	sear these brief hockey very	
		16	ie i-e y i	pie slide fly wild	
		17	ow o-e o oe	snow phone both toe	
		18	ew ue u-e u oul	screw glue cute push should	
		19	aw au al	claw launch small	
		20	ir er ear	girl perk search	
		21	ou oy	cloud boy	
		22	ere eer are ear	here deer share bear	
		23	ch	school	
		24	c sc st(l) se	circus science castle horse	
		25	ge gi gy dge	gems magic energy dodge	
26	le mb kn gn wr	purple thumb kneel gnome wrist			
27	tch ea s wa o	match bread treasure wash come			
YEAR 2	6	28	ing ed	shopping jogged	
		29	s es	stars foxes	
		30	re un	reset unfair	

# APPENDIX 2

## BUG CLUB PHONICS PROGRESSION CHARTS

### Bug Club Phonics Progression Chart

In this chart we show the order in which we teach the GPCs and tricky words; the latter are taught by drawing children's attention to the unusual part of the spelling and letting them work out the rest for themselves using the taught GPCs and then blending for reading. This progression, and the method, follows what our research has shown to be very effective in rapidly developing independent reading skill in children. Our progression includes the early introduction of simple plurals and the 's' forms of verbs, as these are very common and open up children very quickly to a richer reading experience, as evidenced by our research. Daily lessons include revision not only of the previous day's new GPC, but the words that were read the day before are used for spelling and vice versa, for consolidation. Children quickly move to reading captions and sentences, and decodable readers are introduced from the 10th lesson. The lessons are in short, discrete sections which are repeated daily. We advocate whole class teaching, which is what we used in the *Clackmannanshire Study*; slower learning children can keep up with additional one-to-one teaching, or in small nurture groups, given by experienced practitioners. This gives these children a sense of social inclusion. Rhona Johnston (MBE)



#### Pre-Reception

Phase 1	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
n/a	n/a	 9781292395395 9781292395401 9781292395418	 9781292405261 9781292405278 9781292405285

#### Reception

Phase 2 Units 1 & 2	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
s, a, t, p, i, n, m, d	n/a	 9781408260197 9781408260203 9781408260227 9781408260241 9781408279472 9781408279489	 9781292408068 9781292407852 9781292407869 9781292408071

Phase 2 Unit 3	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
g, o, c, k	to	 9781408260128 9781408260159 9781408260166 9781408260173 9781408279496 9781408279502	 9781292408057 9781292408064 9781292407838 9781292407845

Phase 2 Unit 4	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ck, e, u, r	the, no, go	 9781408260142 9781408260180 9781408260210 9781408260258 9781408279519 9781408279526	 9781292408026 9781292407814 9781292408033 9781292407821

Phase 2 Unit 5	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
h, b, f, ff, ll, ss	l, into, her	 9781408260104 9781408260111 9781408260135 9781408260234 9781408279533 9781408279540	 9781292408033 9781292407999 9781292408002 9781292407869

Phase 3 Unit 6	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
j, v, w, x	me, be	 9780433019336 9780602005436 9781408279557 9781408279564 9781408260418 9781408260425 9781408260562	 9781408260289 9781408260388

Phase 3 Unit 7	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
y, z, zz, qu	he, my, by, she	 9781408260364 9781408260517 9781408260555 9781408279571 9781408279588	 9780433019459 9781408260319 9781408260586 9781408260609

Phase 3 Unit 8	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ch, sh, th, ng	they	 9780433019343 9781408260333 9781408260470 9781408260548 9781408279595 9781408279601	 9781408260449 9781408260456 9781408260531

Phase 3 Unit 9	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ai, ee, igh, oa, oo (long), oo (short)	we, are	 9781408260371 9781408260432 9781408260616 9781408279618 9781408279625	 9780433019466 9781408260494 9781408260524 9781408260623

Phase 3 Unit 10	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ar, or, ur, ow, oi	you	 9780433019350 9781408260326 9781408260579 9781408260630 9781408279632 9781408279649	 9781408260296 9781408260401 9781408260487

Phase 3 Unit 11	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ear, air, ure, er	all, was, give, live	 9781292338798 9781408260357 9781408260500 9781408279656 9781408279663	 9780433019473 9781408260395 9781408260593 9781408260302

Phase 3 Unit 8	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ch, sh, th, ng	they	 9780433019343 9781408260333 9781408260470 9781408260548 9781408279595 9781408279601	 9781408260449 9781408260456 9781408260531

Phase 3 Unit 9	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ai, ee, igh, oa, oo (long), oo (short)	we, are	 9781408260371 9781408260432 9781408260616 9781408279618 9781408279625	 9780433019466 9781408260494 9781408260524 9781408260623









Phase 3 Unit 10	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ar, or, ur, ow, oi	you	 9780433019350 9781408260326 9781408260579 9781408260630 9781408279632 9781408279649	 9781408260296 9781408260401 9781408260487


Phase 3 Unit 11	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ear, air, ure, er	all, was, give, live	 9781292338798 9781408260357 9781408260500 9781408279656 9781408279663	 9780433019473 9781408260395 9781408260593 9781408260302

Phase 4 Unit 12	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
adjacent consonants consolidation (cvcc, ccvc, ccvcc, ccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what	 9780433019367 9780433019374 9781292395272 9781292395289 9781292395296 9781292395302	 9780433019480 9780433019497 9781408260678 9781408260685
		 9781408260715 9781408260722 9781408260739 9781408260746 9781408260760 9781292395425	 9781408260777 9781408260753 9781408260708 9781408260692
		 9781408260661 9781408279670 9781408279687 9781408279694 9781408279700	 9781292407937 9781292407920 9781292407968 9781292407944 9781292407951




Year 1

Phase 5 Unit 13	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
wh, ph	oh, their, people	<p>9781292295319 9781292295326 9781408260944 9781408279717</p>	<p>9781292407975 9780433019503</p>
Phase 5 Unit 14	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long a: ay, a-e, eight/ey/ei	Mr, Mrs, Ms	<p>9780433019381 9781292295333 9781408260821 9781408279724</p>	<p>9781292407876</p>
Phase 5 Unit 15	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long e: ea, e-e, ie/ey/y	looked, called, asked	<p>9781408260807 9781408279731</p>	<p>9780433019510 9781292407913</p>
Phase 5 Unit 16	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long i: ie, i-e, y, i	water, where	<p>9780433019398 9781408279748</p>	<p>9781408260852 9781292407883</p>
Phase 5 Unit 17	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long o: ow, o-e, o/oe	who, again	<p>9781408260920 9781408279755</p>	<p>9780433019527 9781292407890</p>
Phase 5 Unit 18	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long u: ew, ue, u-e, short oo: u/ou	thought, through	<p>9780433019404 9781292295340 9781408279762</p>	<p>9781408260869 9781292407906</p>
Phase 5 Unit 19	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
aw, au, al	work, laughed, because	<p>9781408260814</p>	<p>9780433019534</p>
Phase 5 Unit 20	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ir, er, ear	Thursday, Saturday, thirteen, thirty	<p>9780433019411</p>	<p>9781408260906</p>
Phase 5 Unit 21	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ou, oy	different, any, many	<p>9781292295357 9781408260937</p>	<p>9780433019541</p>
Phase 5 Unit 22	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ere/eer, are/ear	eyes, friends	<p>9780433019428 9781292295364</p>	<p>9781408260890</p>

Phase 5 Unit 23	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
c, k, ck, ch	two, once	 9781408260883	 9780433019558
Phase 5 Unit 24	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ce/ci/cy, sc/st/se	great, clothes	 9780433019435	 9781408260845
Phase 5 Unit 25	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ge/gi/gy, dge	it's, I'm, I'll, I've	 9781292395371	 9780433019565
Phase 5 Unit 26	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
le, mb, kn/gn, wr	don't, can't, didn't	 9780433019442	 9781408260838

Phase 5 Unit 27	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
tch, sh, ea, zh, (w)a, o	first, second, third	 9781292395388	 9780433019572

## Year 2

Phase 6 Unit 28	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
suffix morphemes: ing, ed	clearing, gleaming, rained, mailed	 Phase 6 books can be found in Bug Club Independent	
Phase 6 Unit 29	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
plural morphemes: s, es	men, mice, feet, teeth, sheep	 Phase 6 books can be found in Bug Club Independent	
Phase 6 Unit 30	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
prefix morphemes: re, un prefix + root + suffix	vowel consonant prefix suffix syllable	 Phase 6 books can be found in Bug Club Independent	