



Phonics Policy

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Contents

<i>Phonic Policy</i>	1
Contents.....	2
Our Mission Statement	3
Our Vision	3
Statement of Intent	3
Equal Opportunity Statement	3
Rationale.....	4
Aims and Objectives	4
Phonics in the Classroom.....	5
Programmes of Study.....	6-9
Assessment and Monitoring.....	9-10
The Role of the Phonic Leader	10-12

Our Mission Statement

At St Joseph's we pride ourselves on our mission statement: 'Growing in Love, in the Spirit of Christ, for the benefit of all'.

We feel our Mission statement 'Growing in Love, in the Spirit of Christ, for the benefit of all' reflects all we stand for as a community. We put the example of Christ at the centre of all we do to help us grow socially, academically, spiritually, morally and physically in our learning and our friendships. We do this for ourselves as well as for the members of the school, parish, local, national and international communities in which we live.

Our Vision

At St Joseph's, our mission is to nurture a compassionate Catholic community inspired by the life and teachings of Jesus Christ, embracing every individual and all aspects of our school life. Guided by His message of love and forgiveness, our pupils, staff, parents, and governors work together to uphold and strengthen the school's Catholic ethos.

We are committed to offering a stimulating and well-balanced curriculum that reflects our values, while supporting each child in reaching their fullest potential. At St Joseph's, every person is valued, and we encourage mutual respect for one another and for the world around us.

Statement of Intent

Phonics at St Joseph's Primary and Nursery School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St Joseph's Primary and Nursery School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Equal Opportunity Statement

The Governors and Staff at St Joseph's believe that all people are entitled to equal opportunities, respect, and consideration regardless of race, colour, creed, gender, disability, or personal circumstances. Therefore, we are opposed to any

form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

Rationale

Little Wandle Letters and Sounds Revised is our new phonics programme used in school. Right from the start of Reception, children will have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One and Year Two to ensure children become fluent readers.

In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress (**see below**). Four new phonemes and their corresponding graphemes are taught (GPCs) each week and they are then used in the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions.

In the Autumn and Spring term, Reception learn phase 2 and phase 3 GPCs and then will spend the final term learning phase 4. Year 1 begin the Autumn term with 3 weeks of revision of phases 2, 3 and 4 before learning phase 5, which will be completed by the end of the year. Year 2 and Year 3 children will begin the year by revisiting phase 5 and other previously taught phases to ensure all children are completely confident with applying these GPCs in both their reading and also their writing. (**Please see the overview below for what this progression looks like**).

Half termly assessments take place through Reception and Year 1 to help inform future teaching and help identify children who have gaps in their phonic knowledge and need additional practice. Daily assessment of learning also takes place within the classroom so staff can quickly identify any children who are in danger of falling behind and provide the appropriate daily 'Keep Up' intervention.

Children are given the chance to read books that are 100% phonetically decodable and are carefully matched to your child's phonic ability. They will only have books with sounds and tricky words that they have been taught. There is a wide range of fiction and non-fiction books designed to interest your child. Remember, when the children bring these home, they should be approximately 95% fluent with the book, having read it up to 3 times at school that week. It's all about the celebration of reading!

Aims and Objectives

We acknowledge and celebrate that each child is unique and that they learn in different ways. At St Joseph's Primary and Nursery School, we provide an engaging, interesting and creative learning experience that allows children to develop their knowledge, skills and abilities to their full potential. We strive to ensure that all children become successful, fluent readers by the end of Key Stage One. We believe this is achievable through a combination of

strong, high quality, discrete phonics teaching combined with a rich language approach that promotes a 'Reading for Pleasure' culture.

The model of the simple view of reading divides the teaching of reading into the recognition of words on the page and the development of language comprehension. This document is concerned with the first of these areas for example the reading of the words on a page. Phonics teaching gives pupils the tools they need to do this and those they need to spell with. Phonics is a means to an end and not the end product. Successful teaching of phonics will ultimately be seen in the application of phonics to the children's reading and writing.

At St Joseph's Primary School, we teach reading through Little Wandle Letters and Sounds Revised, which

is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St Joseph's Primary and Nursery School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At St Josephs Primary and Nursery School, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Leagrave Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We feel that the best way to achieve these aims is a three-way process involving the Home, School and Parish. We endeavor to make these links wherever possible, acknowledging that the foundation of Religious Education is presented to children from a very wide range of backgrounds and commitment to the faith.

Based upon the varied backgrounds and experience of Church and Religious Education we tailor our programme to meet the needs of all pupils.

Whilst we are first and foremost a Roman Catholic School with a strong mission and vision statement, we do support other religious backgrounds within our school, focusing on the similarities within the beliefs and celebrating the difference.

Phonics in the Classroom

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Programmes of Study

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Autumn 1 Phase 2 graphemes	New Tricky Words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New Tricky Words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 Graphemes	New Tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 phase 3 Graphemes	New Tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New Tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 phase 4	New Tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

Year 1

Autumn 1	Review Tricky words phase 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

Autumn 2 phase 5 Graphemes	Review Tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

Spring 1 phase 5 Graphemes	Review Tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

Spring 2 phase 5 Graphemes	Review Tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer2 Phase 5 Graphemes	Review Tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Assessment and Monitoring

Assessments are used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- Daily within class to identify children needing 'Keep-up' support, as well as words and GPC's that need additional teaching
- To plan repeated practise throughout the day to ensure that all children secure learning
- Weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings

Summative assessments are uploaded onto the Assessment tracker for Reception and Year 1. These are used:

- To generate visual reports (pupil heatmaps, pupil trends and book levels, and a summary analysis) for individual children, classes and whole year groups
- By teachers, the Reading Lead and the Senior Leadership Team who drill down and look at the data for GPC, word, tricky word and sentence level
- By the Senior Leadership Team (including the SENDCO) to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place appropriate intervention

We assess:

- Every three weeks to assess progress and ensure that if children are falling behind they are identified quickly, and extra keep up on any gaps highlighted are

addressed

- Every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
- To establish if learning is secure for more than 70% of children before new content is taught
- To identify any children needing additional support and to plan the Keep-Up support that they need

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- In Year 1 and Year 2, when children are reading the Phase 5 set 3, 4 and 5 books
- With children following the Rapid Catch-Up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- To assess when they are ready to exit their programme*
- For children in Year 2 and above who are taught Little Wandle Fluency. These assessments identify the best Fluency book level for each child. We assess the children every term (every 12 weeks or so).

*Year 2 children can exit the Rapid Catch-up programme when they can read the final fluency assessment at 60 to 70+ words per minute. Older children can exit the Rapid Catchup programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age related expectations. After exiting the programme, children do not need to read any more fully decodable books.

A placement assessment is used with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

All assessments are completed by the Reading Lead in school to ensure consistency and to enable them to have a clear overview of phonics and early reading across the whole school.

Statutory assessment Children in Year 1 sit the Phonics Screening Check: [Phonics screening check: structure and content of the check - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/phonics-screening-check-structure-and-content-of-the-check). Any child not passing the check re-sits it in Year 2.

The Role of the phonic Leader

passionate about ensuring that every child learns to read in your school

- an enthusiastic and confident leader, able to develop a can-do attitude in all members of the Little Wandle reading team (teachers and TAs)

- determined to ensure that the teaching in all the phonics, Keep-up and reading practice lessons is consistent and of the highest standard

Clear communication with parents and carers by:

- keeping the school website up to date with current early reading and phonics provision and displaying the Little Wandle badge (see Getting started: Leadership)

- holding parent workshops and working in partnership with parents to ensure they are kept informed of

how their children are taught to read and spell. Secure phonic progression by:

- understanding the Little Wandle progression and knowing the signposts of expected progress

- checking the content of the weekly grids is adhered to

- using assessment for learning to ensure adequate review and practice, and to highlight 'focus'

children who need additional practice outside the lesson

- ensuring every child in Year 1 is prepared for the Phonics screening check

Consistency of approach by:

- monitoring consistency and fidelity to the Little Wandle programme wherever it is taught in the school

- training EVERY member of staff in the Little Wandle programme through the online CPD modules

- giving staff further training if identified by the training report

- ensuring all class teachers, reading practice session teaching staff and Keep-up teachers have the right resources, and that these are well organised and topped up as necessary

- developing, coaching and leading a team through observing and monitoring phonics lessons, Keep-up lessons and reading practice sessions

- running weekly coaching sessions for all Little Wandle teaching staff

- team-teaching alongside staff.

Maintaining pace of learning by:

- planning back-up cover for all lessons, if necessary, so that lessons (including Keep-up and reading practice sessions) are never missed
 - carrying out the assessments every six weeks for all children on the programme and moderating the results (every three weeks for children who receive additional support through Keep-up lessons)
 - downloading and analysing the heat map from the online tracker with the SLT and SENDCo.
- Teaching reading using matched decodable books by:
- using the summative assessment so every child is matched to the correct reading book based on their SECURE phonic knowledge in reading words
 - making sure that children in Reception begin practising reading in matched decodable books as soon as they can blend