



**ABBAY MEAD**  
PRIMARY ACADEMY

## Phonics Policy

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Our Phonics scheme is based on the principles of the Partnership Phonics Programme to decoding print. The scheme promotes the use of Phonics as the prime strategy to decode unknown words using graphemes and phonemes in the order in which they occur in a word to decode and spell. The scheme is used in EYFS, KS1 classes and in KS2 as appropriate.

### **Phonics Acquisition**

Children develop their phonological awareness throughout FS1. In FS2, children continue to work on phonological awareness alongside the formal learning of graphemes. The formal learning of graphemes begins when children can orally blend and segment words that do not require them to use adjacent consonants which, for most children, is near the beginning of FS2. Oral blending and segmenting continue to be a focus to develop the more complex skills of blending and segmenting adjacent consonants until children are fully fluent.

### **Phonics Lessons**

Phonics lessons are well structured using a Review, Teach, Practise and Apply approach. This enables children to become fluent in recognising and remembering previously taught graphemes. Children then practise and apply new and previously taught graphemes into reading and writing words and reading or writing dictated sentences at the point of teaching. All resources are written using print not cursive to prevent cognitive overload.

### **Supporting children to remember and apply the learning**

Children are introduced to Abbey Mantras to support them to apply their Phonics skills to reading and writing.

Sight Words: See the word/Say the word/Write the word

Reading: Look at the letters, Say the phonemes, Blend the phonemes together

Writing: Say the word, Segment the word, Write the word

## **Terminology**

The terms blending and segmenting are used from the end of phase 1. Teachers introduce the term phoneme to mean sound from phase 2 onwards. Teachers identify digraphs, trigraphs and split digraphs with children. Teachers use professional judgement with regard to the term grapheme from phase 5 onwards. Teachers use letter names from phase 3 week 3 onwards.

## **Online lessons**

All phonic lessons can be easily amended to suit live remote learning.

## **Assessment**

Children are assessed using the assessment proforma at least 4 times per year in order to ensure that children are maintaining the learning. This takes place at specific points in the Phonics Scheme to support the consolidation process. This also allows for groups to be reorganised when necessary and allows for targeted one to one and small group support to provide over-learning opportunities. Children are also regularly assessed in their one-to-one reading to ensure that the books they read are wellmatched to their early reading skills.

## **Sight Words**

Children are taught to read and spell sight words. The order of the introduction of these are based on those most frequently required in reading and spelling to less frequently occurring, and from simple to more complex. This teaching is done through home learning, whole class teaching, and these are applied in Phonics lesson during sentence reading /writing sessions.

## **Phonics Intervention at KS2**

At KS2, children who still require support in Phonics for Early Reading are assessed using the school proforma. They receive a tailored intervention as an individual or in a small group. Each sequence of sessions is built on the same structure using a Review, Teach, Practise and Apply approach.

## **Staff development and training**

All staff who teach Phonics groups will have Phonics training. They also have observations and feedback in accordance with the monitoring and evaluation cycle. Where the process for monitoring identifies any issues, staff observe others and carry out joint planning and where necessary team teaching with regular observation, feedback, and further support.