



Parkgate Primary School

Phonics Policy

January 2025

Date for review: January 2028



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Phonics Policy 2025-28

Aim

The aim of this policy is to establish consistent practice, continuity and progression in the teaching and learning of phonics throughout Parkgate Primary School.

Organisation

High quality phonics will be taught through a multi-sensory teaching approach. In Reception and Year 1 the teaching of Phonics will follow the scheme 'Floppy's Phonics' by Oxford Reading Tree. The Phonics scheme is a lesson by lesson, systematic programme that follows a series of Phonics 'Stages'.

For each year group, the table below shows the expectation of stages to be worked through.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Up to and including Stage 3	Up to and including Stage 5	Revisit Stage 5 (Autumn) and continue with Stage 5A (Spring and Summer)	Phonics where required and Spelling Shed	Phonics where required and Spelling Shed	Phonics where required and Spelling Shed	Phonics where required and Spelling Shed

There will be a timetabled daily session dedicated to Phonics and/or Spelling of 25 minutes in all year groups, across all three phases.

Within this time, the expectation in phonics lessons is to cover two sounds per week. The structure of sessions for phonics, will follow the pattern of introduce, revisit and review, teach, practice and apply phonic skills.

No child will be withdrawn from a phonics session.

Terminology

All staff, in all key stages, will use the correct terminology when teaching phonics and have high expectations of the articulation of sounds as outlined during the 'Floppy's Phonics' training and teaching resources (see non-negotiables).

Pronunciation

Pronunciation of sounds should be as modelled during the 'Floppy's Phonics' training and teaching resources (see non-negotiables).

Environment

There will be consistency across all classes in EYFS and Key Stage 1.
'Floppy's Phonics' resources in each learning environment to include:
Grapheme frieze
Large Alphabetic code poster (also in Key Stage 2)
Tricky Words / Common Exception words where needed
Flashcards
Table top Alphabetic code charts to support spelling where needed

Planning

Planning will follow the discrete teaching sequence as set out in the 'Floppy's Phonics' guidance from Reception onwards. Within this teaching sequence the practitioner will introduce, revisit and review, teach, practice and apply

phonic skills (see non-negotiables).

There will be an alternate plan available for Guided Reading that will show links to phonics teaching.

Assessment and Tracking

Assessment of phonics will be undertaken at the point of teaching during the discrete session and feedback given, where necessary. Summative assessments completed at the end of each Floppy's Phonics Stage in Reception can be found in the Planning, Assessment and Resources Book as follows:

End of Stage 1+ Assessments – Sounds page 34, Words page 40-41

End of Stage 2 Assessments – Sounds page 35, Words page 43

End of Stage 3 Assessments – Sounds pages 38-39, Words page 45

Assessment is to be completed electronically on Phonics Tracker.

Summative assessments completed in Year 1 will link to the National Phonics Screening Check statutory assessments and the National Curriculum expectations for reading and writing. At a capture point, teachers in Reception, Year 1 and Year 2 will record children on the electronic Phonics system, to track their Phonic ability and plan next steps. Where children in KS2 still require phonics teaching, they will also be set up on the phonics system to allow for tracking. Individual children's phonics progress will be shared as part of transition between year groups.

Phonics' Non-Negotiables

- There will be a timetabled, 25-minute slot for teaching of Phonics and/or Spelling in all classes, on a whole class basis.
- In order to ensure that phonics' teaching is pitched at an appropriate and challenging level, staff will utilise the assessment data provided by the previous class teacher and will not retest children upon entry to their class.
- All teachers will follow the planning guidance given and the 'Floppy's Phonics' teaching sequence.
- All guided reading planning in all year groups will clearly state which phonics skills are to be modelled, practiced and applied where necessary.
- All children will be seated according to ability during discrete phonics teaching. The less able to be positioned closest to the whiteboard (or near to available additional support) with the most able seated at the back.
- They will also pronounce the sounds correctly and will address the children's mispronunciations immediately.
- All staff will encourage children to rehearse the correct pronunciation of each new sound as it is taught. However, when using flash cards or blending to read children should not be allowed to repeatedly say the sound as this is inaccurate. If only one grapheme can be seen on the flashcard then only one sound should be said.
- All staff will use the appropriate terminology – sound, grapheme, code for, blending, segmenting, sounding out.
- All children will be taught the skill of sounding out/segmenting using their 'sounding out hand' and all children will be expected to sound out using this method together during discrete phonics teaching and in phonic application sessions such as writing.
- All staff will model 'sounding out' with their left hand initially closed and with their back slightly turned towards the children. As each sound is said a finger will be raised starting with the thumb. When all the sounds have been sounded out in a word, the right hand will be used to 'draw' a straight line across each finger as the whole word is read/blended. During phonics teaching every child is expected to join in with this as it is modelled by the teacher. Children will use their less dominant hand – right handed children will use their left hand with their palm facing and left-handed children will use their right hand with the back of their hand facing. This will allow children to write and sound out at the same time. The 'sounding out hand' is for segmenting and spelling only.
- Comprehension and meaning of words are also key teaching points of each phonics session.

- All staff will refer to the appropriate Floppy's Phonics resources during teaching. They should therefore be placed in an appropriate, accessible place where possible.
- All support staff will be deployed appropriately - seated with targeted children (with necessary resources) and with a clear focus for their role in the session.
- All staff will be aware of noise levels during phonics' teaching especially in shared environments such as in Nursery, Reception and Year 1. Children need to be able to hear in order to make good progress with segmenting and blending skills. A calm and quiet **but** engaging approach is therefore necessary to ensure that all children make good progress.
- All staff will regularly assess the progress of the children in their class/group. This will occur daily during phonics sessions and at the end of every half term where judgements made will be used to update the Phonics' tracker.

Phonics Screen

This is carried out during the **Summer Term in Year One**

Nursery

Nursery Practitioners will immerse the children in literacy through Talk for Writing, Supersounds story books, non-fiction texts and daily activities linked to Letters and Sounds.

In Nursery, the children will initially experience Pre-phonics to prepare them for phonological awareness.

This will involve:

- Spoken Language – A rich language environment
- Physical Activity – Developing balance, core, proprioception, crossing the midline and sensory awareness.
- Metalinguistic Awareness – Recognising signals, adjusting tone, exploring sounds, syllables, speech styles and words.
- Learning to Symbolise – Using one thing to represent another through symbolic use of resources in play through gesture and language.
- Functions and Forms of print – Developing an understanding of why, where and how print is used.

During the summer term children will be introduced to Floppy Phonics grapheme cards, sharing pre-book band titles at circle time and air-writing simple formations.

This policy was reviewed by Governors: January 2025

This policy will be reviewed: January 2028