

Phonics Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

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Contents

1. Intent
2. Aims
3. Implementation
4. Planning/Lesson Structure
5. Interventions
6. Reading Books
7. Parental Involvement
8. Impact

“It is vital, therefore, that phonics is a priority in teaching reading.”

The Reading Framework: Teaching the Foundations of Literacy- DFE

1. INTENT

At St Lawrence Catholic Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more.

Phonics is a key skill that supports the development of early reading skills. We combine quality phonic teaching with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

2. AIMS

Using the Monster Phonics Systematic Synthetic Phonics (SSP) programme, we intend our pupils to be able to:

- Recognise and say the phonemes and grapheme-phoneme correspondences (GPCs) taught through the Monster Phonics progression.
- Use their phonic knowledge to blend and segment phonetically decodable words.
- Apply their phonic knowledge to read and spell words, including words containing more complex GPCs and common exception words.
- Read easily and fluently, with good understanding, age-appropriate texts, develop the habit of reading widely and often for both pleasure and information, and write clearly and accurately using their developing phonic knowledge.

3. IMPLEMENTATION

In order to implement our intent, we have:

- A whole-school approach to phonics, reading and writing which promotes consistency and high expectations.
- A systematic and cumulative programme which teaches the alphabetic code, relevant vocabulary and the application of phonics to reading and spelling.
- Monster Phonics as our chosen Systematic Synthetic Phonics (SSP) programme. Staff follow the programme's progression, resources and lesson structure consistently. Where additional resources are used, they complement rather than replace the Monster Phonics progression.
- Ensured that staff are equipped with the necessary professional development to deliver our phonics curriculum, with appropriate induction and support for new staff.
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- Daily discrete phonics sessions in Reception and Key Stage 1, with teaching beginning in Nursery through Foundations in Phonics and continuing according to children's readiness and development.
- A systematic approach in which pupils are taught phoneme-grapheme correspondences and how to blend and segment sounds to decode and encode words.
- A progressive approach from Nursery through Reception, Year 1 and Year 2, with teaching building cumulatively on previously taught knowledge.
- Small and focused group teaching and targeted interventions to address children's specific next steps.
- A rigorous assessment system that informs teaching and identifies gaps in knowledge and skills.
- Regular reading opportunities, story times and opportunities to develop a love of reading for all children across the school.
- The Year 1 Phonics Screening Check in the Summer Term, with appropriate follow-up support for pupils who do not meet the expected standard.
- Subject leadership which monitors teaching, assessment, pupil progress and outcomes, and identifies priorities for improvement.
- A curriculum which meets the needs of all pupils, including SEND and pupils learning English as an additional language (EAL), through appropriate scaffolding, repetition, modelling and targeted support.
- Nursery – Foundations in Phonics: Children develop the foundational skills needed for successful phonics learning through listening and attention, auditory discrimination, sound awareness, rhyme, rhythm, vocabulary and, where developmentally appropriate, oral blending and segmenting. These experiences prepare children for the systematic teaching of GPCs in Reception.

4. PLANNING

The school follows the systematic and cumulative approach laid out in the Monster Phonics programme of study. Staff follow the agreed progression and weekly plans to ensure consistency, appropriate pace and clear progression. Planning identifies previously taught knowledge, new learning, opportunities for application and the adaptations required to support pupils, including SEND and EAL learners.

LESSON STRUCTURE

Monster Phonics uses a clear and consistent lesson structure which ensures children become familiar with the format of the sessions, allowing lesson time to be focused on teaching, practice and application.

Revisit/Review

Review recently taught graphemes, GPCs, high-frequency words, common exception words or spelling patterns.

Teach

Introduce and explicitly teach the new grapheme, GPC, spelling pattern or high-frequency/common exception word.

Activity

Activities are linked to the learning outcome and allow children to practise, blend, segment, read and/or spell and apply their knowledge.

Plenary

Review the learning outcome, address misconceptions and consolidate the key learning.

5. INTERVENTIONS

The Monster Phonics programme provides high-quality, interactive lessons which support effective teaching and learning. Daily formative assessment is used to identify pupils who need additional support. The school uses a Keep Up approach so that pupils receive timely support and gaps do not become embedded.

Identifying children requiring additional support

During each lesson, teachers use daily formative assessment to identify children who have not met the learning outcome. Additional support should, where possible, be provided on the same day, allowing gaps to be addressed before the next discrete phonics session. These sessions may be 5–10 minutes of targeted intervention in small groups or 1:1. Intervention is specific to the identified knowledge or skill gap.

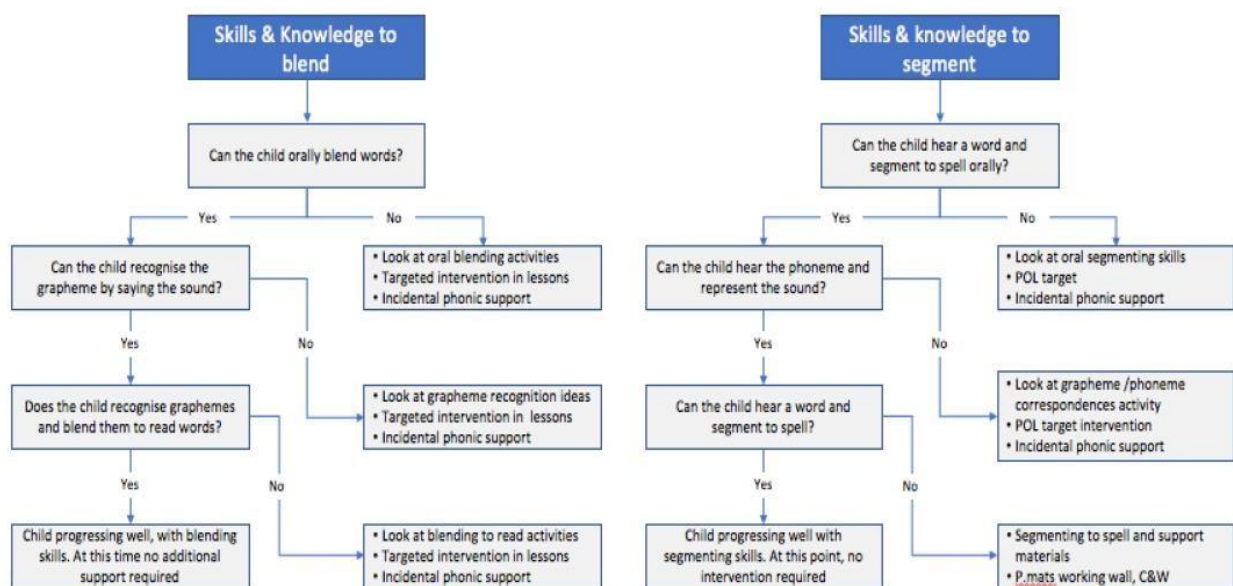
Support at point of learning

To support a child's progress in lessons, teaching staff can apply effective strategies to support learning. Considering elements like where a child is seated, using targeted questioning during the lesson, providing adult support and having resources to support the children readily available will maximise the child's learning opportunities and support them to remain on track and focused with their learning.

Identifying Gaps in Knowledge and Skills

To become successful and confident readers and writers, children need secure knowledge of the alphabetic code and the ability to apply phonic skills such as blending and segmenting. Assessment information is used to identify gaps in knowledge and teaching staff address these promptly through targeted support.

Where children have gaps that cannot be addressed through same-day support alone, the school provides additional rapid intervention, informed by assessment and focused on the specific GPCs, blending, segmenting, reading or spelling skills that the child needs to secure.



KS2 INTERVENTION

We provide targeted phonics intervention for pupils in Key Stage 2 who have not yet mastered the phonics knowledge and skills expected by the end of Key Stage 1. Assessment is used to identify specific gaps. Intervention focuses on high-frequency graphemes, high-frequency words, common exception words, decoding, spelling and pre-teaching vocabulary where appropriate, while continuing to develop reading fluency and confidence.

Once assessed, interventions follow a clear and consistent structure and are reviewed regularly to measure progress. The most relevant graphemes and words are targeted first so that pupils can read and spell an increasing range of words and access the wider curriculum.

- In EYFS and KS1 all pupils are to undertake Guided Reading at least once per week with their teacher and have additional reading sessions as part of lessons.
- In KS2, guided reading takes place daily. VIPERS is a whole class guided comprehension where children become more familiar with different question types for different reading skills. It ensures coverage of all the reading content domains and aims to develop children's comprehension skills.
- In EYFS and KS1 notes documenting 1:1 and Guided Reading should be recorded on the proformas provided by the English Lead and kept in folders.
- In KS2, a comment is recorded in reading diaries once a week following the group guided reading sessions.
- Planning reflects the skills covered in the content domains and explicit teaching of the reading Curriculum Objectives through guided reading and English lessons.
- Quality texts are the starting point for all English units- taken from Power of Reading scheme and quality reads at an age-appropriate yet challenging level.
- Texts shared and taught in class may be beyond what a child can read independently and are read with adult support to develop vocabulary, language comprehension, knowledge and a love of reading.
- Phonics teaching is purposeful, well-paced and progressive. Pupils are supported to apply their phonic knowledge to decodable texts, developing accuracy, fluency, expression and confidence.
- Home reading books are carefully matched to the child's current secure phonics knowledge and reading stage. In Reception and KS1, decodable books are closely matched to the GPCs and common exception words that pupils have been taught.
- Independent reading material provided for phonics practice is decodable and matched to the pupils' current phonics knowledge. Pupils are not routinely expected to independently decode books containing a significant number of untaught GPCs.
- Pupils are given regular opportunities to read independently and to reread familiar decodable texts to build accuracy, fluency, expression and confidence. They also engage with a wider range of books with peers and adults.
- Pupils have positive reading role models at school. Staff value the importance of reading for both pleasure and academic progress and attainment. CPD is provided to ensure staff understand the school's approach to phonics and early reading.
- Pupils have outstanding reading role models at school. Staff value the importance of reading- both for pleasure and for academic progress and attainment. CPD is regularly provided for staff.
- There are many opportunities for our children to see the purpose of reading and be motivated by reading within our curriculum. We have an attractive book corner in every classroom and we have a 'Book Week' every year to inspire and engage the children.

- A range of strategies are used to raise the profile of reading and motivate our pupils to read widely and for pleasure.
- Reading is high-profile within the school timetable- children receive a daily input: both as part of whole-class sessions and within small groups.

6. READING BOOKS

Books that are sent home:

- **Nursery-** From the Spring Term each child takes home a library book that they have chosen from the class library to share with an adult at home. They also take home a 'Rhyme Card' to practise.
 - Year 1: 2 books from our reading scheme (decodable phonics books matched to the child's secure phonics knowledge) / 1 Library book.
 - Year 2: 2 books from our reading scheme (decodable phonics books matched to the child's secure phonics knowledge, where appropriate) / 1 Library book. As pupils move beyond the phonics programme, reading books are matched to their reading ability and fluency.
 - Children are encouraged to read for 20 minutes daily. Children can choose an additional book of their choice from the class/school library to share with an adult. Children are encouraged to choose books that interest them and to enjoy a wide range of texts.
- Children are asked to read for 20 minutes daily. Children can choose an additional book of their choice from the class/school library. Children are encouraged to choose books that they are interested in and which also reflect their reading level.

Children will have the grid printed below attached to the back of their reading record in years Reception-Year 2 and any children working at this stage in Key Stage 2:

Reception: Grapheme Recognition	
s	x
a	y
t	z
p	zz
i	gu
n	ch
m	sh
d	th (v)
g	th
o	ng
c	oo (long)
k	ar
ck	oo (u)
e	ow
u	ee
r	ur
h	ai
b	or
f	oa
ff	er
l	igh
ll	air
ss	oi
j	ear
v	ure
w	

Year 1: Grapheme Recognition	
ff	oo (Tricky Witch)
ss	oa
zz	oe
ll	ou
ck	ow (Brown Owl)
nk	ow (Miss Oh No)
tch	ue (Cool Blue)
ve	ue (U-Hoo)
ai	ew (Cool Blue)
oi	ew (U-Hoo)
ay	ie (Yellow I)
oy	ie (Green Froggy)
a-e	igh
e-e	or
i-e	ore
o-e	aw
u-e (Cool Blue)	au
u-e (U-Hoo)	air
ar	ear (long e-r)
ee	ear (air)
ea (Green Froggy)	are
ea (Silent Ghost)	y (Green Froggy)
er	ph
ir	wh
ur	e
oo (Cool Blue)	o

Year 2: Grapheme Recognition	
dge	y (Yellow I)
g (j)	al (or)
c (s)	o (u)
kn (Silent Ghost)	ey (Green Froggy)
gn (Silent Ghost)	w-a (o)
wr (Silent Ghost)	w-or (er)
le	w-ar (or)
el	s (zsh)
il	ti (si)
al	i (Yellow I)



7. PARENTAL INVOLVEMENT

Staff encourage parents to be involved and supportive of their child's progress in phonics and reading by:

Staff encourage parents to be involved and supportive of their child's progress in reading by:

- listening to their child read on a daily basis and signing the Home/School Diary;
- attending the annual 'New Class Induction' meeting;
- attending workshops for parents on how best to support their child at home, including information about the school's phonics approach and the Year 1 Phonics Screening Check;
- attending workshops for parents on how best to support their child at home, as well as a Phonics Screening meeting;
- ensuring that their child brings their school book bag, reading books and Home/School Diary into school each day;
- ensuring that the school's books are treated respectfully when at home and replacements are paid for in the event of loss or damage;

The Phonics Lead, in conjunction with the SLT, monitors the implementation and impact of phonics through lesson visits, planning scrutiny, assessment and data analysis, pupil voice, book scrutiny and discussion with staff. Findings are used to identify strengths, areas for development and staff support. Governors are kept informed about phonics provision, standards and outcomes through the school's monitoring and reporting arrangements.

8. IMPACT

ASSESSMENT

Regular and efficient assessment of children's development in phonics is essential if they are to become competent and confident readers and writers. Monster Phonics assessment information is used alongside teachers' professional judgement to identify what children know, remember and can apply.

The assessment schedule for Monster Phonics is broken down for each year group: Reception, Year 1 and Year 2. Assessments include the GPCs, decodable words, common exception words and high-frequency words that have been taught.

Daily formative assessments for all year groups

The first and most frequently used assessment is daily formative assessment by the adult delivering the phonics session. Children who have not met the daily objective are identified and supported through same-day or rapid intervention where appropriate, before gaps become embedded.

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Summative assessments

In addition to daily formative assessment, there are timetabled summative assessments throughout the year. These are used to track progress, identify gaps and inform future teaching and intervention.

The online assessment area provides an overview for Reception, Year 1 and Year 2. Scheduled assessments include a combination of the GPCs, decodable words, common exception words and high-frequency words that have been taught.

Pupils will develop secure and increasingly confident phonics knowledge.

- Pupils will be able to blend and segment words confidently and apply these skills when reading and spelling.
- Pupils will be supported to achieve the expected standard in the Year 1 Phonics Screening Check, with targeted support provided for pupils who have not yet secured the required knowledge and skills.
- Pupils who do not achieve the expected standard in Year 1 will continue to receive targeted phonics support and will be reassessed in Year 2 in line with statutory requirements.
- Pupils who require intervention at KS2 will access targeted, engaging phonics support which addresses identified gaps and promotes progress, reading fluency and confidence.
- Pupils will develop positive attitudes towards reading through purposeful, engaging and appropriately challenging phonics and reading activities.
- A culture will be developed in which secure phonics knowledge supports successful reading, writing and a lifelong love of reading.