

**St Alban's  
C.E Primary and Nursery School**



**Phonics policy  
November 2025**

Review: November 2026

**Faith Hope Love**

# Our school vision



Our vision is that all our pupils should grow in:

**Faith** in God, or be inspired by faith, and in their own ability to fulfil their potential,

**Hope** to be the best of examples, to work to change themselves and the world for the better, and

**Love**, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

***FAITH, HOPE AND LOVE***

1 Corinthians 13:13

Faith

Hope

Love

## **Phonics Policy**

### **Aims**

#### **Intent:**

To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage fluent reading and accurate spelling.

To encourage repetition and consolidation, so that reading and spelling becomes automatic.

To encourage pupils to segment and blend unknown words.

To learn to read and write all 44 graphemes in the English language.

To teach pupils specific strategies to help them remember tricky words.

To ensure that the teaching of phonics is lively, interactive and investigative.

To encourage pupils to apply their phonic skills in all curriculum areas.

#### **Implementation:**

##### **The Curriculum**

Nursery - Pupil to access differentiated phase one teaching through short guided groups daily and the learning environment provision. All teachers of phonics to segment and blend words regularly and to have a secure knowledge of the Read Write Inc programme through Ruth Miskin Learning CPD.

Reception - To teach Read Write Inc daily for up to 10 minutes from the first day of school, gradually increasing to 30 minutes per day. To differentiate the groups to ensure pupils are reaching their full potential and support given is appropriate.

Year One - To teach Read Write Inc daily for up to 60 minutes. To differentiate the groups to ensure pupils are reaching their full potential. To regularly revisit the sounds and tricky words learnt throughout the Read Write Inc programme.

Year Two - To teach Read Write Inc daily for 60 minutes for children who have not been assessed as ready to access the English curriculum. To differentiate the groups to ensure pupils are reaching their full potential. To regularly revisit the sounds and tricky words learnt throughout the Read Write Inc programme.

Key Stage Two – Daily interventions to run for pupils who have been assessed as needing extra support in spelling and phonics. Daily 30-minute phonics/spelling sessions in year 3 and 4 to revisit phonetic sounds and spelling patterns children can apply to their reading. Fresh Start phonics assessments and 30-minute reading sessions for pupils in year 5 and 6 who need extra phonics support.

##### **Teaching and Learning Styles**

We teach phonics using Read Write Inc in small groups from Nursery to Year 2. Our principal aim is to develop the pupil's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers! Our teaching of phonics also includes comprehension, spelling and grammar.

##### **Home Learning**

Pupils are given home learning books linked to their phonics levels to practice and share their success with their parents and carers. We also send home a reading for pleasure book to nurture their love of reading.

## **Phonics Planning**

All Early Years and Key Stage One classes split into differentiated groups for daily phonics sessions – each teacher plans for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the phonics leader using the Read Write Inc scheme of work.

## **Differentiation**

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all pupils are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age-related expectations through enrichment. The school has a variety of strategies to enable all pupils to have increased access to the curriculum through a broad –based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

## **Impact:**

### **Assessment and Reporting**

Opportunities for assessment will be identified in planning. At the end of each half term pupils will be assessed on their progress and put into groups accordingly. The phonics subject leader will decide which phase the pupil should start to be assessed at and if they achieve a high result on the assessment grids they will proceed to the next phase; and vice versa if they do not achieve well. The phonics leader shares assessments and next steps for each child with the class teacher and phonics teacher. RWI Phonic home reading books are sent home linked to assessed levels. The phonics teacher holds meetings with parents at the beginning of the school year and in the spring term.

## **National Phonics Screening**

All pupils in Year One will be screened using the National Assessment materials in Term 6, end of June. If the pupils in Year One do not pass the screening they will be retested when they are in Year Two. Children who do not pass the phonics screening in year 2 will continue to receive phonics interventions and phonic home reading books into year 3. This data will be submitted to the Local Authority.

<b>Policy Status and</b>	Phonics Subject
<b>Review Written by:</b>	Leader
<b>Owner:</b>	Phonics Subject Leader