



St Ethelbert's RCP **Phonics Policy**

Love, Care, Share...

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

Intent

At St Ethelbert's, we believe that all our children can become fluent readers and writers by the end of KS1.

We teach early reading and writing through *Supersonic Phonic Friends*, which is a systematic and synthetic phonics programme.

At St Ethelbert's, it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background, and that it promotes and fosters a life-long love of reading from the very beginning of a pupils' school journey. The teaching of phonics begins in Nursery and continues until children have mastered the phonic code. Most children should have completed the programme by the time they reach the end of Year One and should be:

- fluent readers, who can use their phonic knowledge to decode any unfamiliar word
- confident writers who are able to use phonic knowledge to spell words

However, daily phonics teaching will continue for older children until they are fluent readers. Our aim is that children will apply phonics in a variety of contexts and we expect them to use skills that have been taught during phonics lessons, across the curriculum.

High quality phonics teaching needs well trained and confident practitioners. All staff that teach phonics have regular CPD to ensure that they have the skills necessary to support children on the reading journey.

Implementation

Phonics teaching begins in Nursery when children are introduced to the aspects of language that are needed before the teaching of letters. This is covered by *Supersonic Phonic Friends -The Basics 1* and includes developing listening and attention, tuning into sounds, awareness of rhyme and alliteration and oral blending and segmenting. It ensures Nursery children are

well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

From the beginning of Reception, we follow the *Supersonic Phonic Friends* (SSPF) progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Thirty minute whole class phonics lessons take place daily in Reception and Year 1 and further up the school for any children that have not mastered the phonics code or passed the Phonics Screening Check. Each Friday, we review the week's teaching and identify any children that are at risk of falling behind. These children then receive interventions so that they catch up. In both classes, there is a very small group of children who are not able to keep up with the rest of their class; these children are taught in very small groups.

Daily reading sessions in Reception and Year 1 ensure that phonic skills are practised and applied outside of the phonic lessons. Children read books that match their phonic level so that children are able to decode any word that they encounter and independence is gained at a very early age. In Reception, children that are struggling to blend phonemes to read words have daily practice so that they can quickly move onto reading books.

During the Reception year, reading workshops are provided for parents to come in and learn about the way that phonics is taught and how this is applied when reading books. This takes the form of an introduction to phonics, followed by observation of a modelled phonics lesson and a demonstration of one to one reading. Weekly newsletters are sent home so that parents know what new learning has taken place.

Children take home books that are phonically decodable so that they will need very little support when reading with parents or carers.

Impact

Formative assessment is ongoing and informs planning on a daily basis. Summative assessment takes places at the end of each term and children's attainment is tracked by the class teacher and phonics lead. Children in Year 1 take the Phonics Screening Check in June. Any child not meeting the threshold takes the check again at the end of Year 2.

Policy reviewed September 2025