



Brize Norton Primary School Phonics Policy

Shine, Help, Inspire, Nurture, Excel

Adopted by Governors on:	Date for review:	Signed by Chair of Governors:
November 2022	November 2025	

Intent

At Brize Norton Primary, we believe that it is essential that **all** children become confident, successful, fluent readers. To do so, we aim for all children to develop competence in word reading; promote and develop language comprehension; and ensure that throughout their time at Brize Norton Primary they experience a range of high-quality texts leading to a strong reading culture. We believe in the importance of teaching children systematic synthetic phonics (SSP) as a firm foundation for reading. Being able to read most words 'at a glance', supports children in being free to focus on the meaning of what has been read.

We intend for all pupils to achieve their full potential and will ensure this happens by:

- Following Rocket Phonics programme consistently throughout the school
- Ensuring that all children participate in high-quality phonics sessions
- Tracking children from the start to ensure that no child falls behind
- Providing additional support for children at risk of reading failure
- Ensuring all staff are experts in the teaching of reading
- Appointing a designated phonics lead
- Developing strong relationships between home and school
- Providing fully decodable readers that are carefully matched to the child's developing phonics knowledge and do not require children to use other strategies to work out words
- Promoting a love of reading
- Ensuring children apply their phonic knowledge in reading and writing across the full curriculum

Implementation

Our approach

We use Rocket Phonics as our Systematic Synthetic programme (SSP) and this progresses from our Reception class until the end of Year 1. In Year 2 we use the Rocket Phonics Next Steps to ensure all children are secure in their phonic knowledge.

Organisation:

- *We teach whole class phonics with booster groups for those children who need extra support. This means that all children are exposed to GPCs (Grapheme-phoneme correspondence) at the same time and children who need extra interventions are quickly identified.*
- *Phonics is taught by teachers and teaching partners and all staff have received training on how to teach phonics.*
- *In cases of staff absence, plans are available for anyone who is having to cover that particular lesson.*
- *If children need to learn remotely, the teacher sends work home which ensures children have access to the same resources as in school.*

Time:

- *Phonics is taught daily each morning in Reception for 20 mins at the beginning of the year and increases to 30 mins with reading and writing groups as an extra some days. It is also taught daily in year 1 for 30 minutes and children in other year groups who need phonics teaching receive daily sessions.*

Expectations:

- *Our SSP starts at the beginning of Reception and children learn the first few GPCs within their first weeks of school.*
- *Children are taught as a whole class and within Reception and we expect all children to have a secure knowledge of Sets 1 and 2 with most children secure in more complex blending such as CCVC (consonant, consonant, Vowel, Consonant) or CVCC (consonant, Vowel, Consonant, consonant) words. Children will then be ready to start learning and applying alternative GPCs and develop their confidence in using them independently throughout the curriculum.*

Progression:

- *Children progress through the different sets of GPCs looking at 2 a week to ensure that the children develop a secure knowledge of both blending and segmenting.*
- *During Rocket Phonics Next Steps the children revise previously taught GPCs alongside learning other spelling patterns.*

Teaching sequence:

- *Each phonics lesson follows a Review, Teach, Practise and Apply sequence. This ensures that children are familiar with the routine each day and also means that the lessons are fast paced and engaging for the children.*
- *All children are expected to engage and participate fully with each section of the lesson. Activities are planned so that all children can participate.*

Pseudo words:

- *These are used for assessment purposes only and phonics lessons are based around children practising their blending and segmenting skills.*

Vocabulary

- *When flashcards and sentences are used in the teaching of phonics children's understanding of vocabulary is assessed and children are encouraged to ask if they are unsure of the meaning of words. Activities are planned so that children's comprehension skills can also be developed.*

Terminology

- *We use the term 'sounds' with the children. Children are encouraged to discuss which sounds they have learned and to use sound mats to support their independent writing.*
- *We use rhymes and phrases to help the children to learn letter formation and some GPCs. We have a set of rhymes and phrases that are used by all staff teaching phonics (see appendix 2).*

Environment and resources

- *Each class uses the same flashcards and sound mats/tricky word mats.*
- *This provides consistency as children progress through the school and makes transition easier for the children.*
- *Children are encouraged to use wall displays and sound mats to support them with their independent work.*

Blending and segmenting

- *All staff use the same approach to teaching blending and segmenting as part of the Rocket Phonics programme.*
- *Children are taught these strategies which are modelled to them by the staff and are encouraged to use them as they move towards independence.*

Common exception words (tricky words)

- *The order in which common exception words are taught are mapped out on our progression framework.*
- *Children are taught which parts of the word they can use their phonic knowledge for and which parts are the exception.*

Decodable readers

- *Reception, Year 1 and 2 classes have their own sets of decodable readers.*
- *They are organised into the different phonics phases and within that are grouped into the different teaching units of GPCs.*
- *Children are given 1 or 2 decodable books to read each week. They are encouraged to read 5 times a week at home and are listened to at least once a week at school 1-1.*
- *Books are matched to children's phonics knowledge to avoid encountering words containing GPCs or exception words they have not been taught.*
- *When children are learning remotely for a short time, they are given books to take home. If remote learning needs to last longer, they are directed to suitable online resources to practise reading which link to our phonics teaching.*

Dictation

- *This forms part of the daily phonics lessons from the start of the programme.*
- *Children practise writing simple CVC words before progressing onto sentence writing. Words and sentences dictated to the children only include GPCs and exception words that have been taught.*

Enhancement offer

- *In Reception phonics forms part of our enhanced provision with games and activities set up for children to practise applying what they have learned through their independent play.*

Challenge

- *Rocket Phonics allows for challenge within lessons and as children are encouraged to use their phonic knowledge throughout the curriculum there are opportunities for challenge in other lessons as well.*

Children at risk of reading failure

- *Children are continually assessed in each phonics lesson and any children who need extra support are quickly identified. This starts within the first three weeks of Reception. Termly assessments are also used to gauge children's level of understanding.*
- *Teachers can use their assessment of children's knowledge to adapt their lessons to ensure that any gaps in children's knowledge are covered.*
- *Children are encouraged to use phonics knowledge in their independent work. This encourages children to see phonics as part of all reading and writing and not just for phonics lessons.*
- *For children who require extra support with phonics they receive daily phonics boosters based on their needs.*

Older children in KS2

- *Children in Year 3 and above who still need phonics support are identified through their regular reading assessment; their particular needs are then identified through specific phonics assessments.*
- *Catch-up support is provided through regular sessions with trained TAs, supported and supervised by class teachers*
- *Teachers are aware of children's reading, including phonics, learning needs. They take this into account when planning learning across the curriculum.*

Home school links

- *When children start in Reception we offer parent sessions on how we teach children, this includes how we teach phonics.*
- *Parents are informed of our expectations of reading at home 5 times a week and how they can support their child's learning. Strategies are put in place to support those children who are not meeting this expectation.*
- *Termly letters are sent to parents, these include information on what the children will be learning and how they can support their child's learning. In Reception a curriculum overview is shared on the website, this includes what the children will be learning in phonics each term.*
- *Parents are encouraged to write in their child's reading record. This helps the teachers and teaching partners to assess how the child is doing at home and we also write in there after listening to children read.*

CPD

To ensure that all practitioners are experts in the teaching of phonics, we ensure that they are trained in how we teach phonics to ensure consistency.

In addition...

- *When new staff start at the school how we teach phonics forms part of their induction.*
- *Staff changing Key Stage are given support and training by the Phonics Leader, to ensure they have the relevant knowledge and skills. This consists of initial training and monitoring; if necessary it also includes planning support, observation of colleagues and more regular discussions.*

Where staff need more support our phonics lead ensures that all staff have the correct resources and support in order to teach high quality phonics lessons.

Assessment

Children's early phonic knowledge is assessed as part of their baseline assessments in Reception. After the first 3 weeks children are assessed again to ensure that any children who require extra support are quickly identified

Children are assessed every 6 weeks, at the end of each teaching block..

Assessment consists of sound and letter name recognition and children's ability to segment and blend and comprehension skills. The results are tracked and are used to inform future planning.

The statutory Phonic screening check then takes place at the end of year 1 and 2 for those who need to retake.

Monitoring, evaluation and development

Phonics is monitored through learning walks and observations, through conversations with children and staff, through monitoring of written work and through listening to children read. Areas for development feed into the Phonics Leader's action plan, the School Development Plan and staff's Performance Management.

Appendix 1 – Rocket Phonics Progression Reception – Y2

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat l, the, go, to, no, into	/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words
Spring 1	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy he, she, we, me, be, was, my, you, her, they, all, are	/z/ as in bugs /k+w/ as in queen Consolidation
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are	/igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon Consolidation
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what	/air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer Consolidation
Summer 2	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acom /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what	/ee/ as in shield /ee/ as in peach Consolidation

Autumn 1	<p>/igh/ as in child</p> <p>/igh/ as in time</p> <p>/igh/ as in pie</p> <p>/igh/ as in spy</p> <p>/oa/ as in rope</p> <p>/oa/ as in snow</p> <p>some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/oa/ as in toe</p> <p>/oa/ as in piano</p> <p>/ee/ as in happy</p> <p>/ee/ as in key</p> <p>Consolidation</p>
Autumn 2	<p>/y+oo/ as in unicorn</p> <p>short /oo/ as in push</p> <p>/y+oo/ as in cube</p> <p>long /oo/ as in flute</p> <p>/y+oo/ as in statue</p> <p>long /oo/ as in blue</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/y+oo/ as in news</p> <p>long /oo/ as in screw</p> <p>/ur/ as in herbs</p> <p>/ur/ as in bird</p> <p>/ou/ as in cloud</p> <p>/oi/ as in toy</p>
Spring 1	<p>/or/ as in astronaut</p> <p>/or/ as in strawberry</p> <p>/oa/ as in shoulder</p> <p>long /oo/ as in soup</p> <p>short /oo/ as in should</p> <p>/ar/ as in father and palm</p> <p>/ur/ as in pearl and world</p> <p>who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/eer/ as in deer and here</p> <p>/air/ as in square, bear and there</p> <p>/or/ as in ball</p> <p>/or/ as in four</p> <p>/or/ as in core</p> <p>/or/ as in door</p> <p>/or/ as in daughter</p>
Spring 2	<p>/s/ as in celery</p> <p>/j/ as in giraffe</p> <p>/e/ as in bread</p> <p>/s/ as in house</p> <p>/s/ as in fence</p> <p>/k/ as in school</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/sh/ as in chef</p> <p>/j/ as in bridge</p> <p>/j/ as in package</p> <p>/uh/ as in mother</p> <p>Consolidation</p>
Summer 1	<p>/ul/ as in bottle</p> <p>/t/ as in mixed</p> <p>/d/ as in drilled</p> <p>/m/ as in comb</p> <p>/n/ as in knot</p> <p>/n/ as in sign</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/r/ as in writing</p> <p>/ch/ as in hatching</p> <p>/zh/ as in treasure, television, collage</p> <p>Consolidation</p>
Summer 2	<p>/ch+u/ as in picture</p> <p>/i/ as in pyramid</p> <p>/s/ as in scissors</p> <p>/s/ as in whistle</p> <p>/o/ as in watch</p> <p>/sh/ as in station</p> <p>who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/sh/ as in musician</p> <p>/sh/ as in percussion</p> <p>Consolidation</p>

Autumn 1	<p>/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o homophones and near-homophones suffixes</p>
Autumn 2	<p>/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al possessive apostrophes suffixes</p>
Spring 1	<p>/or/ or, au, aw, al, ar, a /our/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy contractions suffixes</p>
Spring 2	<p>/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge homophones and near-homophones suffixes</p>
Summer 1	<p>/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el possessive apostrophes suffixes</p>
Summer 2	<p>/i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi contractions suffixes</p>

a – Start in the middle, over the hill, all the way round, straighten up, down flick.

b – Start at the top, down to the writing line, up to the middle over the bridge and all the way round.

c- Start in the middle over the hill curl around.

d- Start in the middle over the hill, all the way round, catch the hook, up to the top and down flick.

e- Start in the middle and across, up over the hill and curl around.

f- Start in the middle, over the hill down through the writing line and give yourself a tail.

g- Start in the middle, over the hill, all the way round, catch the hook, down through the writing line and give yourself a tail.

h- Start at the top, down to the writing line, up to the middle, over the bridge and down flick.

i- Start in the middle, down to the writing line and flick. Pencil off and dot at the top.

j- Start in the middle, down through the writing line and give yourself a tail. Pencil off and dot at the top.

k- Start at the top, down to the writing line, up to the middle, over the little bridge and make a bow.

l- Start at the top, down to the writing line and flick.

m- Start in the middle, down to the writing line, up over the bridge and down, up over the next bridge, down and flick.

n- Start in the middle, down to the writing line, up over the bridge and down flick.

o- Start in the middle, over the hill and all the way round.

p- Start in the middle, down through the writing line, back up over the bridge and all the way round.

q- Start in the middle, over the hill, all the way round, catch the hook, down through the writing line and flick up.

r- Start in the middle, down to the writing line, back up and over the little bridge.

s- Start in the middle, over the hill and curl around the snake.

t- Start at the top, down to the writing line and flick. Pencil off and across through the middle.

u- Start in the middle, down to the writing line, make a bowl and up then down and flick.

v- Start in the middle, down in a diagonal and back up in a zigzag.

w- Start in the middle, down in a diagonal, up then down in a zigzag.

x- Start in the middle, down in a diagonal to the writing line. Pencil off then down the other way and cross.

y- Start in the middle, down to the writing line, make a bowl and up, down through the writing line and give yourself a tail.

z- Start in the middle, across, down in a diagonal to the writing line and across.

