



WELLSPRING

We Make A Difference



Phonics Policy

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Rationale

At Coomb Briggs Primary Academy, we recognise that the ability to read independently is one of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum and is a vital life skill. The most effective way of teaching young children to read is through a systematic, synthetic phonics programme. Therefore, in order for our children to read any kind of text fluently and confidently, and to read for enjoyment, the systematic teaching of reading through phonics is vital. Phonics is also important in teaching children to spell.

At Coomb Briggs Primary Academy, we want our children to become confident and fluent in spelling decodable words and high frequency words appropriate to their age. We also want our children to use ambitious vocabulary in their writing and not let spelling be a barrier to this

Our reading and spelling is interlinked and then made explicit in our Literacy lessons to ensure children are using their reading to support their writing. In order to provide a consistent approach of segmenting (writing) and blending (reading), we use the systematic synthetic programme SuperSonic Phonic Friends scheme to deliver lessons throughout FS 1/2 and KS1. We also use this to further support children in KS2.

Systematic Synthetic Phonic Scheme.

To support the planning and delivery of phonics in school, we use Supersonic Phonic Friends to provide rigorous, well-planned, consistent daily engaging phonics lessons. Supported by their Supersonic Phonic friends, this approach will ensure children develop confidence and apply each skill to their own reading and writing. This programme is a fully systematic, synthetic phonic approach ranging from the simple to the complex spellings of the alphabetic code.

Phonics in Reception

Children in the Reception year children are introduced to phonemes and their corresponding graphemes. They begin to look at single letter sounds and the representing spelling for this. Children then begin to read and write three letter words; matching the grapheme to the sound they can hear.

As they become confident and fluent readers and writers of CVC words children are then introduced to digraphs. Throughout the whole of the reception year our phonic teaching relies on the firm foundations of orally blending and segmenting and is deep rooted in rhythm and rhyme. By the end of EYFS children should be fluent with all 44 sounds; including one way to represent them.

Phonics in KS1

In Year 1 children develop their ability to hear and remember more than three sounds in a row and explore adjacent consonants to read CVCC and CCVC words. They also become fluent at recognising and applying alternative sounds for the 44 graphemes they learnt in Reception and are introduced to alternative ways to make each of the digraphs they have previously learnt. Through the use of the characters Switch it Mitch and Choose to Use Suze they recognise spelling patterns and rules to identify which spelling they need to represent the sound. By the end of Year 1 children will have had access to over 100 spellings to make the 44 sounds.

By the end of Year 1 children should: apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable; read many frequently-encountered words automatically; read phonically decodable three-syllable words; read a range of age-appropriate texts fluently; demonstrate understanding of age-appropriate texts. read decodable words that end –s, –es, -ing, -ed, -er, -est

Children are also introduced to Nonsense Nan who will guide them through how to read alien and real words in preparation for the Year 1 Phonic Screening Check at the end of their time in Year 1. Children are also introduced to more tricky and high frequency words.

From Year 2, we continue to explore grapheme phoneme correspondence and learn spelling rules to support our reading and writing development.

By the end of Year 2 children should: Read accurately most words of two or more syllables. Read most words containing common suffixes. Read and spell most common exception words for year 2. Read words accurately and fluently without overt sounding and blending. Sound out most unfamiliar words accurately, without hesitation. Segment spoken words into phonemes and represent these by graphemes.

Teaching sequence

All lessons are delivered using a consistent set of slides provided by the phonic scheme. Lessons are daily and last 30 minutes; following the structure of:

Review and revisit- During this part of the session, children recap on the sounds previously taught. This will consist of a fun activity or game to focus on sounds the children have recently been taught or to look at tricky words.

Teach - This is the part of the lesson where new learning takes place. Children will be introduced to a new sound and taught how to orally blend and segment words containing that sound. They will be shown the grapheme to represent the sound.

Practice - During this section children are given the opportunity to read and write words containing the new sound as well as orally spell and blend words with their phonic buddy. They will use a range of resources to embed their new learning; ensuring there is an equal balance of reading and writing.

Apply - In every lesson children will be given an application task where they are expected to read and write new words and sounds within a caption or a sentence. This allows children to see their new learning in a context and to further embed their vocabulary and fluency. They will also apply tricky words and high frequency words to their reading or writing.

Within this structure all children become familiar with the characters and know the roles of their jobs. Children are given an equal balance of reading and writing phonic activities to ensure there is equal weighting to their application of skills.

Assessment and tracking

Supersonic Phonic Friends is a programme rooted in the belief that “wrapping the children in lessons full rhyme will allow children to achieve every time,” and that the careful and rigorous assessment will allow children at risk of falling behind to be pinpointed quickly and teachers can intervene effectively.

Assessment takes the form of half termly whole class trackers to allow staff to easily identify children who are on track, above or if they require extra support to ‘keep up’ in their phonics and the application of their reading and writing.

Year group trackers allow staff to track individual children’s progress across the phases and identify the lowest 20% in the cohorts to ensure precise gaps can be identified and staff can plan accordingly based on individual needs. This will form the basis for pupil progress meetings on a half termly basis.

Children are assessed via:

- Weekly planning ‘ I can statements’ (listen, recognise, build, read, write).
- Daily evaluation (AFL) to identify children who require pre teach and post teach sessions
- Tracking progress in individual lessons
- Through play in provision
- 1-1 reading decodable texts
- Home school reading texts
- Guided writing sessions
- Writing opportunities in the learning environment.

Year 1 Phonic Screening Check

Children in Year 1 will also be given half termly phonic screening assessment to track their progress towards the Phonic Screening Check.

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed

on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment will gauge the children's understanding of the phonemes learned and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter Year 2 and will be able to repeat the assessment in the summer of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in Year 2 then phonics teaching and learning will be continued into Key Stage 2.

Supporting the Lowest 20%

Any children who are identified as needing support are given small class group interventions to enable them to not fall behind others in the class. Pre-teaching and post teaching activities are provided to give the children the best possible chance at keeping up with their group's lesson. Intervention sessions will be administered within small groups where children will have access to the same lesson delivered with an emphasis on orally blending and segmenting and rehearsal of these skills. They will then use the Super Six tasks to apply these skills to reading and writing activities.

Children who do not meet the expected standard in the Year 1 phonic screening test will be given extra phonic sessions in Year 2 to support their development and will retake the screening at the end of the academic year. Children who move through school who have missed out on passing the PSC will be monitored by their class teacher and phonic interventions will continue to take place. These children will become daily readers and will be tracked during pupil progress meetings as they move through Key Stage 2.

Decodable Texts

As a school we have a range of texts to support children and their reading development and these are categorised by the sounds they contain.

All reading books are matched to the sounds children have covered in school to ensure we maximise their ability to apply their new knowledge and these books are read both within school and then sent home for children to further embed the skills.

Any books containing words that are not consistent with the child's current level of phonics i.e. one word with a higher level sound, will have this word highlighted in blue to allow staff and visitors to know that is a word the child may need to be taught as they read. All books will be categorised at the highest level of phonic sounds in that book unless it is a simple text containing one new sound and this will become a speed read book.

Classroom environment

All classroom environments in EYFS and KS1 will have a consistent approach to reading areas and phonic displays. Every room will have a high quality phonic display showcasing the first 44 graphemes taught and in KS1 alternative sounds will be added as they are taught to the

children. Reading corners will encapsulate the characters and scheme with a consistent backdrop and woodland theme.

In EYFS children will be actively encouraged to play with the characters and provision areas will be used to embed learning through play.

Glossary of terms.

Vocabulary	Definition
Phonics	The way that most children learn to read and write.
General sound discrimination	The ability to distinguish between two sounds in the environment e.g. a car and a motorbike.
Phoneme	The smallest single identifiable sound. E.g. 'c', 'o'
Grapheme	The way of writing down a phoneme (the spelling). This can be made up of one, two, three or four letters
GPC	Grapheme Phoneme Correspondence means being able to match a phoneme to a grapheme
Orally blending	To be able to hear phonemes and be able to merge them together to make a word. E.g. t-a-p is pushed together to make tap.
Orally segmenting	Hearing a whole word and then splitting it up into the phonemes that make it e.g. tap = t-a-p.
Spelling for the sound	This is another way to say grapheme. It is the written down spelling for the sounds. There are over 100 spellings for the 44 sounds.
Digraph	Two letters making one sound e.g. ch, th, ng, ee
Trigraph	Three letters making one sound e.g. igh, ear, air
Split digraph	Where a digraph is split up by another sound e.g. the a in cake, i in bike
Schwa	The 'uh' sound added to a letter sound when it is not pronounced correctly e.g. 't' becomes 'tuh'. This makes it hard for children to read and write as extra letters are added into their segmenting/blending.
CVC	A word containing a consonant, vowel, consonant e.g. cat, sheep, boat, fox
CVCC	A word containing a consonant, vowel, consonant, consonant e.g. coast, milk, band
CCVC	A word containing consonant, consonant, vowel, consonant e.g. grab, smell, truck, drip.
CCVCC	A word containing consonant, consonant, vowel, consonant, consonant e.g. blast, drink,

