

THE ROCHE SCHOOL
Phonics policy

This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Information Sharing Category	Public Domain
Date Published	October 2025
Authorised by (if required)	SLT Team
Review/Update Date	October 2026
Responsible Area	Vanessa Mieville

At The Roche school, we are committed to providing high-quality phonics lessons to ensure that all children are provided with the best opportunities to become competent and confident readers and writers. This Phonics policy should be read alongside other school policies, including:

- English policy
- Handwriting policy
- Homework policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Special Educational Needs and Disabilities (SEND) policy
- EAL policy
- High Achievers policy
- Assessment policy

At The Roche school, we use the synthetic¹ phonics method of teaching (*Letters and Sounds*) which supports children in developing their confidence in reading, spelling and writing whilst promoting a whole school culture of reading for pleasure.

As pupils progress in their phonic knowledge, they will move on from learning letters and the sounds they make, to using and applying acquired knowledge to read and write words, before reading and writing sentences. The work will be set within a broad and language-rich curriculum. We recognise that children have different learning styles and we tailor our teaching to best support pupils who need it with a variety of multi-sensory and visual resources.

¹ Synthetic phonics is the method of teaching people to read by training them to pronounce sounds associated with particular letters in isolation and then blend them together.

Aim

Children should be able to:

- have regular access to high quality phonics teaching, which secures the crucial skills of word recognition that enables children to read fluently by the end of Key Stage 1;
- use the skills of blending and segmenting in order to read and spell words; to enjoy a multisensory approach to phonics, ensuring that visual, auditory and kinaesthetic learning styles are promoted;

Teachers will:

- ensure that almost all pupils attain the expected standard in the Phonic Screening Check at the end of Year 1.
- teach pupils specific strategies to help them remember everyday words.
- provide opportunities for children to apply their phonological knowledge in their reading and writing in purposeful contexts.
- differentiate the phonics taught according to the needs and ability of the group or individuals.
- use regular and accurate assessment to gain an understanding of the areas of strength, to track the progression of phonological knowledge and to identify areas of weakness.

Entitlement

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. This will also continue in Key Stage 2, where pupils who are not working at age-related expectations by the end of Key Stage 1 will be targeted in Years 3 and 4 for further phonics support.

In EYFS & Key Stage 1, pupils have access to a range of phonics opportunities that include:

- Discrete phonics teaching in sets, happening daily in EYFS and Year 1 and three times a week in Year 2.
- Applying phonics skills in cross-curricular contexts.

In Key Stage 2, pupils build on this solid foundation as they move away from discrete phonics lessons to:

- Weekly spelling lessons
- Phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified.
- Applying phonics skills in cross-curricular contexts.

Teaching & Learning

The Roche School will use *Letters and Sounds* from EYFS to end of Year 2. Our principal aim is to develop each pupil's phonological awareness and their ability to segment and blend words as well as reading everyday words on sight, so that they become confident and fluent readers.

Letters and Sounds is a phonics resource which was published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Letters and Sounds provides a flexible model that gives teachers opportunities to plan and resource lessons matched to children's learning needs and current interests whilst also ensuring all children are exposed to age-related teaching content.

We have a clear structure for teaching and learning that provides frequent opportunities for practise and consolidation alongside new learning; this acknowledges the importance of building on proficiency with reading to become accurate at spelling. Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Everyday word vocabulary.

In general, a lesson will follow this structure:

- Revise all sounds taught so far
- Introduce new sounds
- Build words with the new sounds and verbally put words into sentences
- Apply new words in written sentences through interactive activities

Phonics lessons are streamed so that the content is directly matched to children's phonic levels.

Assessment

Assessment is carried out at the end of each phonics unit to assess the children's knowledge and to determine appropriate groupings. Teachers assess children's application of their learning through class work and through formative assessment. This information is used to identify areas that need to be revised or repeated. Previous sounds will naturally be revised within future activities.

At the end of Year 1, all children take part in the national phonics screening test. This assessment gathers information on the children's ability to blend and segment decodable words to read, and

their recognition of everyday words. We will be carrying out a Mock screening in April/May to ensure that children are ready for the end of year screening. If children in Year 1 fail the screening, they will be retested when they are in Year 2. If children in Year 2 fail the screening, an intervention support group will be set up to consolidate their knowledge and skills. Regular assessment is used to ensure that children are in the correct phonics groups. Streaming allows them to learn at their own pace; high achievers can make accelerated progress and those with additional needs gain further support. Children with specific SEND needs either work in a group with an adult to provide additional support, or they work individually on their phonics targets.

Spelling Homework

Spellings are taken from the *Letters and Sounds* framework. Children in Year 1 & 2 receive spellings based on the sound being learnt in class, as well as two everyday words each week. Pupils in KS2 receive spelling lists based on spelling patterns being revised in class, as well as common exception words. Spellings are based on prior attainment and phonological need and children's learning is tested regularly to ensure they are fit for purpose. Spelling is informally assessed through daily observations of children's work in lessons and marking. Spelling is also formally assessed on a weekly basis; this information is used to identify areas that need to be revised or repeated. To ensure that children do not just learn words out of context in a list, assessment can include dictation (writing some of the words within sentences).

Involving Parents

Phonics and Reading talks are run for parents annually. These workshops focus on developing parents' subject knowledge in the teaching of phonics and on supporting them to work alongside their children when reading and writing. Parents can access the *Letters and Sounds* framework on the National Curriculum [website](#) as well as further resources, below:

<https://www.phonicsplay.co.uk/>

<https://letters-and-sounds.com/phase-2-games/>

<https://letters-and-sounds.com/phase-3-games/>

<https://letters-and-sounds.com/phase-5-games/>

<https://www.teachyourmonster.org/teachyourmonstertoread>

Appendix 1 – Reception Yearly Phonics Overview

Week beginning	Sounds	Everyday words	Phase
9 th September	s, a, t, p		Phase 2
16 th September	i, n, m, d	is, it, in, at	Phase 2
23 rd September	g, o, c, k	and	Phase 2
30 th September	ck, e, u, r	to, the	Phase 2
7 th October	h, b, f, ff, l, ll, ss	no, go, I	Phase 2
14 th October	Revise all sounds taught	Revise all everyday words	Phase 2
21 st October	Revise all sounds taught	Revise all everyday words	Phase 2
Half term			
4 th November	Revise all sounds taught	Revise all everyday words	Phase 2
11 th November	J, v, w, x	he	Phase 3
18 th November	Y, z, zz, qu	she	Phase 3
25 th November	ch	we, me, be	Phase 3
2 nd December	sh	was	Phase 3
9 th December	Revise all sounds taught	Revise all everyday words	Phase 3
Christmas			
6 th January	th	my	Phase 3
13 th January	ng	you	Phase 3

20 th January	ai	they	Phase 3
27 th January	ee	her	Phase 3
3 rd February	igh	all, are	Phase 3
10 th February	Revise all sounds taught	Revise all everyday words	Phase 3
Half Term			
24 th February	oa	he	Phase 3
3 rd March	oo	she	Phase 3
10 th March	ar	we	Phase 3
17 th March	or	me	Phase 3
24 th March	Revise all sounds taught	Revise all everyday words	Phase 3
Easter			
28 th April	ur	be	Phase 3
5 th May	ow	was	Phase 3
12 th May	oi	you	Phase 3
19 th May	Revise all sounds taught	Revise all everyday words	Phase 3
Half Term			
2 nd June	ear	they	Phase 3
9 th June	air	all	Phase 3
16 th June	ure	are	Phase 3
23 rd June	er	my, her	Phase 3
30 th June	Revise all sounds taught	Revise all everyday words	Phase 3

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

Appendix 2 – Year 1 Yearly Phonics Overview

Week beginning	Sounds	Everyday words	Phase
9 th September	ch, sh, th, ng	to, the, no, go, i	Phase 3
16 th September	ai, ee igh	he, she, we	Phase 3
23 rd September	oa, oo, ar	me, be, was	Phase 3
30 th September	or, ur, ow	my, you,	Phase 3
7 th October	oi, ear, air	they, here	Phase 3
14 th October	ure, er	all, are	Phase 3
21 st October	Revise all Phase 3 sounds	Revise all everyday words	Phase 3
Half term			
4 th November	CVCC	said, so, have	Phase 4
11 th November	CCV, CCVC (Sets 1-7 letters)	like, come, some	Phase 4
18 th November	CCV, CCVC (Phase 3)	were, there, little	Phase 4
25 th November	CCVCC, CCCVC, CCCVCCC (Sets 1- letters)	one, do, when	Phase 4
2 nd December	CCVCC, CCCVC, CCCVCCC (Phase 3 & Polysyllabic)	out, what	Phase 4
9 th December	Revise all Phase 4	Revise all everyday words	Phase 4
Christmas			
6 th January	ay, ou	Mr, Mrs	Phase 5 – New graphemes for reading

13 th January	ie, ea	oh, their	Phase 5 – New graphemes for reading
20 th January	oy, ir	people, looked	Phase 5 – New graphemes for reading
27 th January	Ue, aw	called, asked	Phase 5 – New graphemes for reading
3 rd February	Wh, ph	Could, today	Phase 5 – New graphemes for reading
10 th February	Revise all sounds taught this half term	Revise all everyday words	
Half Term			
24 th February	ew, oe	Of, says	Phase 5 – New graphemes for reading
3 rd March	au, a_e	Are, were	Phase 5 – New graphemes for reading
10 th March	e_e, i_e	His, has	Phase 5 – New graphemes for reading
17 th March	o_e, u_e	You, your	Phase 5 – New graphemes for reading
24 th March	Revise all sounds taught this half term	Revise all everyday words	
Easter			
28 th April	i, c	So, by, here	Phase 5 Alternative pronunciations for graphemes
5 th May	o, u	There, where	Phase 5 Alternative pronunciations for graphemes
12 th May	g, ie	Love, one	Phase 5 Alternative pronunciations for graphemes
19 th May	Revise all sounds taught this half term	Revise all everyday words	
Half Term			
2 nd June	ow, er	Once, ask, friend	Phase 5 Alternative pronunciations for graphemes
9 th June	ea, y	School, put, push	Phase 5 Alternative pronunciations for graphemes
16 th June	a, ou	Pull, full	Phase 5 Alternative pronunciations for graphemes

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

23 rd June	ch	House, our	Phase 5 Alternative pronunciations for graphemes
30 th June	Revise all sounds taught this half term	Revise all everyday words	

Appendix 3 – Year 2 Yearly Phonics Overview

Week beginning	Sounds	Word suggestions	Everyday words
9 th September	ay, ou, ie, ea	tray, clay, play, pray, may out, house, cloud, loud, shout tie, pie, die, lie bean, eat, leaf, cream, treat, stream, sea, read, meat, least	After Again
16 th September	oy, ir, ue,	boy, toy, enjoy, royal, Roy sir, girl, bird, skirt, shirt, birthday, (oo) clue, blue, issue, true, glue, Sue (you) cue, value, statue, rescue, argue, venue, hue, due	Any Bath
23 rd September	aw, wh, ph, ew	jigsaw, crawl, straw, jaw, prawn, when, which, wheel, whisper, where, what phone, phonics, dolphin, phantom, alphabet, elephant brew, flew, Andrew, threw, grew, chew, blew,	Beautiful Because
30 th September	oe, au, ey, a-e, e-e	toe, Joe, how, doe Paul, haul, launch, August, haunted, automatic, donkey, monkey, trolley, chimney, money frame, skate, plate, cake, mane, gate Pete, complete, Steve, theme, extreme,	Behind Both
7 th October	i-e, o-e, u-e, zh	nine, bride, kite, bike, prize, slide, bone, stone, note, alone, stroke, explode (oo) June, prune, flute, rude, rule, brute (you) huge, cube, tube, mule, compute usual, treasure, television, pleasure, casual,	Break Busy
14 th October	ou and air alternatives	ow – now, cow, growl, trowel out, would, hound, mountain, shoulder, group, ground, could, found, about, south, house, shout, cloud, are - hare, square, ere - there, where ear – wear, bear, pear. air - chair, pair, hair, stair, fair	Child Children
21 st October	er alternatives.	ir – girl, shirt, skirt, first, third, dirt r – burn, hurt, surf, Thursday, purple, Saturday or – work, worm, word, worth, world	Christmas Class

		ear – heard, learn, earth, search, pearl	
Half term			
4 th November	or alternatives	aw – paw, saw, claw, au – author, astronaut, caught, thought or – fork, cork, corn, storm, fort al – chalk, ball, tall, wall, stalk our – four, pour, court ough – caught, taught	Climb Clothes
11 th November	f (ph – dolphin) and oi (oy – boy) and c/k/ck (ch – school) and m (mb-thumb) and r (wr – write) alternatives.		Could Cold
18 th November	I, j and n alternatives.	(y – gym) (dge – fudge and g – danger) (gn – gnash and kn – knife)	Door Even
25 th November	S and w alternatives.	(c – cycle and se – house and st – listen) (wh – whistle)	Every Everybody
2 nd December	Blending, segmenting & spelling words using a variety of Phase 5 sounds (recap of Autumn 2)		Eye Fast Father
Christmas			
6 th January	z oo LONG oo SHORT. alternatives.	(se – please) (ue – glue ew – few u – June) (u – put)	Mother Find floor
13 th January	ch u ear a alternatives.	(ture – adventure) (o – nothing) (ere – here and eer - cheer) (o - want, watch)	Gold Grass
20 th January	sh alternatives.	(ch – chef and ss – session and tion – station and cia – special)	Great half
27 th January	ar and ur alternatives.	(a – father and al – calf and metal) (ear – learn and or – word)	Hold hour
3 rd February	add suffixes to words: ing – and rule breakers	jumping	Improve Kind
10 th February	ed – past tense (regular verbs).		Last many
Half Term			
24 th February	Irregular past tense / er and rule breakers	smaller, taller	Mind money

3 rd March	est – and rule breakers	Smallest, tallest	Move most
10 th March	s – es – ies - and rule breakers	sweets boxes butterflies	Mr, Mrs Old
17 th March	y – en –and rule breakers	jumpy, lumpy quieten, brighten	Only parents
24 th March	ly –and rule breakers el and le rule	quietly camel, table	Pass Past
Easter			
28 th April	ful – less – and rule breakers.	thoughtless thoughtful	Path People
5 th May	ness – ment- and rule breakers	kindness encouragement	Plant poor
12 th May	Revise all suffixes taught so far focus as appropriate and rule breakers		Pretty prove
19 th May	Past, Present, future tense verbs e.g. (revise –ed and –ing)	jump, jumped, jumping	Should steak
Half Term			
2 nd June	Learning how to add prefixes to words: un – mis – dis – and rule breakers.	mislead unkind dislike	Sugar sure
9 th June	Contractions e.g. I will = I'll		Told Water
16 th June	Apostrophes for possession e.g. Jack's toy Molly's pencil		Whole Who
23 rd June	Learning how to recognize and using correctly: There / Their / They're		Wild Would
30 th June	Homophones e.g. sea and see		