



## West Winch Primary School

### Phonics Policy 2026

#### Intent

We aim to deliver daily phonics through a high quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers. We aim to provide children with books that are closely matched to their phonic abilities so they can be successful when practising their reading. We aim to support as many children as possible to reach the expected standard in their phonics by the use of ongoing assessments and targeted intervention. We aim to ensure the highest number of children as possible pass the Phonics Screening Check.

#### Implementation – How do we achieve our aims?

We believe that learning to read is the key to academic success. Phonics teaching is recognised as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a synthetic phonics programme called *Phonics Shed*. This programme is a systematic, synthetic approach to teaching phonics with clear expectations that are laid out term by term from Reception to Year 2. *Phonics Shed* also aims to foster a love of reading and writing through its strong, character-based narrative and engaging, multi-sensory activities.

Integrated into the programme are a collection of 120 fully-decodable books which are composed almost entirely of words made up of grapheme-phoneme correspondences (GPCs) that a child has learned up to that point. The progressive nature of the sequence allows children to read independently at every stage of the programme. Practising with such decodable texts will help to make sure children experience success and effectively develop phonic strategies. The scheme also includes over 160 teaching books which introduce children to all 44 phonemes and their corresponding graphemes through original, engaging and relatable stories. This will help children foster a love of reading from a young age.

Although ongoing formative assessment in phonics sessions will inform most teacher judgements, there is also an online teacher assessment tool that allows the tracking of the children's learning. At the relevant points in the children's progression (at the end of a phonics chapter and at the end of each term), teachers can use the flashcard assessment tool to screen children against the grapheme-phoneme pairs they have

learned. This assessment data will be monitored by the English Lead and the Early Reading Lead.

In our daily phonics lessons:

- Phonics is taught in whole class sessions led by the teacher who explicitly models strategies and skills.
- All teachers have access to high quality planning and resources.
- All lessons follow a consistent structure.
- Children work independently with peers or in guided groups.
- Children are encouraged to apply their phonic knowledge in other curriculum areas.
- Children have access to phonetically decodable books to read at home.
- Teachers ensure that all children make at least the expected progress through the use of targeted intervention groups.

Children are assessed at the end of Year 1 using the Phonics Screening Check. This confirms whether a child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2, where children will receive appropriate phonics intervention support as required. In Key Stage 2, pupils who require additional phonics support, will be supported using the Code Breakers resources available from Twinkl.

### **Impact – How will we know we achieved our aims?**

Children will be able to decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn. Children feel successful in reading and are more willing to read because books are matched to their needs. By implementing high quality intervention effectively and promptly, the majority of children will become fluent, confident readers by the end of KS1. A high percentage of children will therefore be expected to pass the phonics screening check at the end of Year 1.

Phonics Policy Adopted: Summer 2026

Phonics Policy Review: Summer 2027



Heather Habbin - Chair of Governing Body