

**Phonics Policy**

Date	Review Date	Subject Leader	Nominated Governor
April 2024	April 2025	Kathy Belton	T & L

**SSP Programme – The Phonics Bug**

Phonics is to be taught daily for a minimum of 30 minutes in Early Years and Key Stage One following the Phonics Bug SPP programme.

The Bug Club Phonics programme follows the teaching sequence of letters and sounds and lessons are structured in the same way each day with an introduction, revisit, teach, practise and apply element to every session, providing the children with consistent routines that they can become familiar with.

Bug Club Phonics teaches a new grapheme and related phoneme, or alternative spellings to previously-taught phonemes, in every session. This fast pace, backed up by daily revision of past teaching, has proved the most effective and successful method of phonic teaching. This means that the basic 40+ phonemes (Units 1–12), and then the alternative spellings of these phonemes (Units 13–30), are acquired quickly, and early reading skills develop rapidly. Decodable readers are introduced after just 10 days’ teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on. The order of grapheme introduction (see below) ensures that children start reading and spelling a wide range of words at the earliest possible stage.

**1. Planning and the Teaching Sequence**

Phase 2 to 4 are delivered throughout Reception and Phases 5 and 6 in Key Stage 1. Children are grouped for phonics so that those who are not ready for the phases set out within their year group still have the delivery of the appropriate phonics stage.

Phonics planning is provided within our SPP programme. The Phonics Bug planning follows the same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit, Teach, Practice and Apply. Teachers and teaching assistants enhance planning to ensure that there is a multi-sensory approach to the delivery of the direct teaching sessions but remain within the teaching sequence to ensure consistency across the key stages in the delivery of phonics.

**2. Resources**

Children have access to whiteboards, pens, magnetic letters and GPC mats.

The Phonics Bug scheme provides a range of digital resources that can be allocated to the children, direct teaching sessions such as interactive games that allow for the application of newly taught knowledge. These can be accessed both in school and at home.

All classrooms must display friezes and/or grapheme wall posters that match the GPCs and progression of the Phonics Bug Programme.

TAs who take responsibility for leading a phonics group must provide children with a calm working environment where phonics resources/walls are available to support the children.

### **3. Organisation**

Children are grouped in terms of their phonics stage so that their phonics session is appropriately pitched. Rapid phonics is delivered to those as an intervention to support children who cannot maintain the pace of the group.

### **4. Letter formation**

Bug Club Phonics teaches letter formation (for both lower case and capital letters) at the point of introduction of every grapheme, talking-through element of such teaching also supports the children's cognitive processes.

### **5. Assessment**

Teachers assess children's understanding of phonics half-termly using the assessment tools provided by the Phonics Bug scheme. These can be reviewed alongside the assessment data generated from their online reading quizzes/interaction to provide a level of understanding within their phase.

### **6. Home Reading**

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. All of our home readers are decodable and have been organised to match the Bug Club Phonics progression. There are a variety of books to match each unit of the teaching programme. Following half termly assessments children are matched to the correct unit of home reader. Thus, providing an opportunity for the children to practise and consolidate their learning at each stage.

When the children have completed the first two units of Bug Club Phonics, they will have acquired a sufficient number of grapheme-phoneme correspondences to start reading their own books. Prior to this there is a strong focus on communication and language where pre-readers will be sent home with guidance for parents.

The Bug Club also provides a library of e-books that can be allocated to individual children post phonics teaching session. The Bug Club Phonics readers are designed to support children in practising and consolidating the knowledge they acquire during the whole-class Teaching sessions. Bug Club's online reading world helps children improve core reading skills at school or home with exciting texts and fun rewards. It also enables teachers to monitor every child's progress.

Children will receive one home reader from the school reading library which is to be shared at home on 3 separate occasions, and an allocated eBook from the Bug Club eBook library each week. The repetition of these text consolidates the sound, words and learning covered in the phonics sessions.

### **7. Meeting the need of the lowest 20% of children**

A phonics baselining assessment is completed during the first six weeks of the school year. This aids the identification of those children who required additional support.

Children working within the lowest 20% will be supported by the following provision:

- eBooks and digital games by phonics set allocated and monitored weekly by the class teacher.
- Children to receive direct Rapid Phonics intervention teaching in smaller group tailored to their specific needs.
- Children to read 1 eBook and complete quiz in school each week with support of class teacher or TA.

## 8. Support/Guidance for Parents/Carers



Communication between home and school occurs daily through the children's home reading logs and class dojo.

Phonics and reading photographs and videos are shared regularly on class dojo.

Open mornings with the class teacher are planned in to guide parents/carers in the best way to support their children in reading at home.

## 9. Monitoring and Review

It is the responsibility of the staff to follow this policy. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

<b>Headteacher:</b>	 J. Cunningham	<b>Date:</b>	April 2024
<b>Chair of Governing Body:</b>	 A. Farrow	<b>Date:</b>	April 2025