



Bengeworth ce academy

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# Phonics Policy

## 2024-2025

September 2024



**Bengeworth**  
Multi Academy Trust

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# Statement of intent

## Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/term's focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

## Subject Intent

At Bengeworth Academy we agree wholeheartedly that *'the most important thing a school can do for its pupils -and for society- is to teach them to read and write well'* (Sir Kevan Collins, EEF) and that reading unlocks doors and windows of opportunities for all pupils. Reading enables pupils to acquire knowledge which enhances their ability to know and remember more so it is for this reason that our shared vision across the academy is to ensure pupils learn how to read quickly, continue to read widely and often and read for pleasure. It is our intention that all pupils have a secure knowledge of the skills needed to become confident and competent readers as we understand that the skills of language are essential to participating fully as a member of society. To achieve this, we ensure there is a sharp focus on ensuring our youngest of pupils gain the phonics knowledge and comprehension skills necessary to read through rigorous high quality phonics teaching and the embedding of skills across the curriculum.

## Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

[- DfE 'Statutory framework for the early years foundation stage' 2021](#)

[- DfE 'The Reading Framework: teaching the foundations of literacy' - 2021](#)

# IMPLEMENTATION

Using the DfE Accredited Twinkl Phonics scheme as a basis for our phonics programme, phonics is rigorously planned to ensure all pupils are taught to read quickly within the Early Years leading to Key Stage 1 and 2 where the focus shifts to comprehension.

To ensure consistency of approach the Twinkl Phonics Scheme overview is used to ensure all sounds are taught in order and at the correct pace. Resources are consistently used across the academy with Reception using non cursive and Key Stage 1 and 2 using cursive script. Twinkl Phonics mnemonics are used across Early Years and Key Stage 1 to support the rapid rate in which we expect pupils to recognise sounds.

At Bengeworth CE Academy we feel it is important that pupils are taught to recognise how phonics and the ability to read is embedded into all areas of their learning to enable them to acquire knowledge that supports their ability to know and remember more. Teachers meticulously plan phonics sessions that interweave explicit modelling and teaching of GPCs, tricky words and common exception words, deliberate practice of the skills of reading and spelling with newly taught GPCs as well as opportunities to apply their new knowledge and skill within a range of contexts to ensure learning is embedded. Teachers also highlight the use of phonics and early reading skills within other curriculum subjects to emphasise the importance they have in learning across all subject disciplines.

High quality targeted groups within and alongside phonics sessions, supported by Support Professionals ensures all pupils make progress within phonics sessions and gaps within knowledge are closed quickly and at an accelerated pace. Teachers purposefully seek and plan for opportunities for pupils to further enhance their phonics across the school day and across a wide range of subjects e.g tricky words / CEW words written on fruit and vegetables, high five CEW words along the corridors / on doors, flashcards, interactive online apps (Phonics Hero) as well as targeted activities within continuous provision. Classroom displays highlight the sounds, tricky words and common exception words taught in the appropriate font and pupils have access to sound and word mats to support their ability to self-scaffold within their learning.

High quality fully decodable books matched to the Twinkl Phonics Scheme Levels 1-6 are used daily with pupils to support their ability to decode as well as segment and blend for reading. Pupils are given books that specifically match the current sounds they are taught or based on their phonics assessment to close gaps in knowledge. It is an expectation that all pupils are heard read at home every night and all pupils (in Reception and Key Stage 1) will be heard by the class teacher or support professional at least once a week with our disadvantaged pupils being heard read daily in school.

At Bengeworth CE Academy we agree that Phonics is implemented in the following way:

#### Early Years and Key Stage 1:

- Daily 20mins high quality rigorously planned phonics sessions led by the Class Teacher and supported by Support Professionals with new sounds and tricky words / common exception words taught daily and consolidated at the end of the week.
- Targeted group work / interventions led by Support Professionals within phonics lessons to close gaps and accelerate learning for those working below ARE.
- High quality resources and activities are developed and used by all staff to enable pupils to learn to read rapidly (non cursive for Early Years and cursive script for KS1 and KS2) including tricky words / common exception words.
- Revisiting of new sounds taught through use of flashcards by Class Teachers / Support Professionals throughout the day (e.g before going out to lunch, when lining up, before leaving at the end of the day) and activities within continuous provision or targeted 1:1 with pupils.
- Phonics Hero app used as part of COOL Time to support pupils' phonics skills and knowledge further at home and within school where access at home is not available.
- Weekly spellings in Year 1 link explicitly to the tricky words / common exception words taught within phonics sessions leading on to spellings using sounds taught and are adapted for specific pupils where necessary.
- Weekly spellings in Year 2 link explicitly to the spelling rules taught each week and are adapted for specific pupils where necessary.

#### Key Stage 2

- Use of phonics flashcards daily for those pupils who have gaps in their knowledge, identified through phonics assessments and the Phonics Screening Check.

- Targeted small group interventions using *Dancing Bears, Apples and Pears* or *bespoke phonics* planned by teachers using the Twinkl Phonics Scheme overview.

Following the [DfE Accredited Twinkl Phonics](#) scheme as a basis for our phonics programme, phonics is taught in the following order:

bengeworth ce academy phonics programme Overview				
*inline with DfE Accredited Twinkl Phonics				
Nursery	Reception	year 1	year 2	Key Stage 2
Level 1	Level 1 - Aspect 7	Level 1 - Aspect 7	Level 1 - Aspect 7	Dancing Bears Intervention
	Level 2	**Revisit Level 4	**Revisit Level 5	Apples and Pears Intervention
	Level 3	Level 5	Level 6	Bespoke Phonics
	Level 4			

\*Level 1 Aspect 7 - oral segmenting and blending weaves through all levels to ensure pupils confidently acquire this skill to support them in reading and spelling.

\*\*Revisiting levels does not mean the entire levels. Based on assessments teachers should use their discretion when deciding which specific aspects of the level needed to be revisited and for whom. These must be agreed with the Early Reading lead.

bengeworth ce academy phonics programme					
*inline with DfE Accredited Twinkl Phonics					
level 1	level 2	level 3	level 4	level 5	level 6
Aspect 1 - Environmental Sounds	s,a,t,p,i,n,d,g,o,c,k,ck,e,u,r,h,b,f,l,f f.ll,ss, z (saying s)	j,v,w,x,y,z,qu,ch,sh,th,ch,ng,ai,ee,i gh,oa,oo,oo,ar,or,ur,ow,oi,ear,air, ure,er,	CVCC Words	ay, oy, ie, ea, a-e, i-e, o-e, u-e, e- e, ou, ch as c, ch as sh, ir, ue, ew, y as ee, aw and au as or, ow and oe as oa, wh, c as s, g as j, ph, ea, ie as ee,	<b>Spelling Patterns:</b> y, dge and ge as j, adding -es when ending in y, gn as n, kn as n, adding -ed and - ing when ending in y, wr as r, le as l, adding -er and -est when ending in y, el as l, al and il as l, adding -ed and -er when ending in e, eer as ear, ture, adding -est and -y when ending in e, mb as m, a and al as or, adding -ing and -ed to CVC and CCVC words, o as u, ey as ee, adding -er, -est and -y to CVC and CCVC words, war as

					wor, wor as wur, s as zh, wa as wo, qua as quo, tion, Suffixes - full, -less and -ly
Aspect 2 - Instrumental Sounds	<b>Reading Tricky Words</b> - to, the, no, go, l	Trigraphs and Consonant Digraphs	Adjacent Consonants	Long Vowel Sounds	Suffixes -ment and -ness, contractions, Homophones and prefix dis-
Aspect 3 - Body Percussion	Orally blend and segment CVC words	Graphemes and Vowel Digraphs	Polysyllabic Words	Adding -ed, adding -s and -es, adding -er and -est, tch as ch, adding -ing and -er to verbs, are and ear as air, unspoken e, ore as or, adding un-	<b>Common Exception Word Spelling</b> - door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two, four, eight, world, work, poor, great, break, steak, busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, England, tongue, group, country, heart, dangerous, special, enough, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early
Aspect 4 - Rhyme and Rhythm	Blend and segment to read and spell VC words	<b>Reading Tricky Words</b> - he, she, we, me, be, was, my, you, they, here, all, are,	Three-Letter Adjacent Consonants	<b>Reading Common Exception Words</b> - could, should, would want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, many, before, January, February, April, July, scissors, castle, beautiful, treasure, door, floor, favourite, bought, autumn, gone, know, colour, other, does, talk, two.	<b>Grammar</b> - Capital Letters and Full Stops, Proper Nouns, Plural Nouns, Alphabetical order 1st and 2nd letter, Alphabetical Order 2nd and Subsequent Letters, verbs, Adverbs, Common Nouns, Adjectives and Expanded Noun Phrases, Commas in a list, Proper Nouns (place names), Regular Past Tense, Regular Present Tense, Question Marks and Commands, Exclamations and Statements, Using a dictionary (definitions), Coordinating Conjunctions, Irregular Past Tense, Exciting Words (alternatives for said), Exclamation marks to show emotion, Improving Sentences, Contractions, Subordinating Conjunctions, Exciting Words

					using a Thesaurus, Possessive Apostrophe, Speech Marks, Commas in Speech, Using a dictionary (checking spelling)
Aspect 5 - Alliteration		<b>Spelling Tricky Words</b> - the, to, no, go, I	<b>Read Tricky Words</b> - said, so, have, like, come, some, were, there, little, one, do, when, out, what	<b>Spelling Common Exception Words</b> - said, so, have, like, some, come, were, there, little, one, do, when, what, could, should, would, want, their, Mr, Mrs, love, your, people, looked, asked, called, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eye, friend, also, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before, January, February, April, July, scissors, castle, beautiful, treasure	Read most words accurately, in age-appropriate books without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than decoding individual words.
Aspect 6 - Voice Sounds		Blend and read CVC words using Level 2 and 3	<b>Spelling Tricky Words</b> - he, be, we, she, me, was, you, they, are, all, my, here	Apply phonics knowledge and skills to reading and spelling unfamiliar words that are not completely decodable	Read most words containing common suffixes
Aspect 7 - Oral Blending and Segmenting		Segment and make plausible attempts at spelling CVC words using Level 2 and 3	Blend and read words using adjacent consonants	Read and spell phonetically decodable two and three-syllable words	Sound our most unfamiliar words accurately, without due hesitation
		Read and spell some two-syllable words	Segment and spell words with adjacent consonants	Form each letter correctly	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others
		Write each letter correctly when following a model	Read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants	Use alternative ways of pronouncing and representing the long vowel phonemes	
			Write each letter, usually correctly.		

# Roles and responsibilities

## The subject leader is responsible for:

- Preparing policy documents, access to plans and resources for both key stages.
- Reviewing changes to the national curriculum, national agendas and initiatives linked to Early Reading and Phonics.
- Advising teachers on their implementation of Early Reading and Phonics.
- Monitoring the learning and teaching of Early Reading and Phonics providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the Phonics Screening Check is completed within the two week window and to review outcomes with Reading Lead and SLT.
- Quality assure the teaching of Phonics and Early Reading to ensure high expectations and a rigorous approach is evident across all classes.
- Ensuring data is collated, reviewed and shared with Reading Lead and SLT in regard to Phonics and the Phonics Screening Check.

## The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' early Reading and Phonics skills, with due regard to the national curriculum.
- Planning Phonics sessions effectively, ensuring they are rigorous and enable pupils to make rapid progress especially in the Early Years.
- Liaising with the subject leader about resources and support for individual pupils where necessary.
- Assessing and monitoring the progress of all pupils in their class and reporting this to parents on an annual basis.
- Carrying out the Phonics Screening Check in line with DfE statutory requirements
- Reporting any concerns regarding the teaching of Phonics and Early Reading to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

## IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Children will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher in reading based on their secure early reading and phonics skills and knowledge. As a result of our high expectations, rigorously planned phonics and systematic approach to the teaching of early reading our pupils will confidently and accurately read books appropriate for their age and show a passion for reading that is evident across all subject disciplines. They will show confidence and a thirst for knowledge when reading

more challenging texts, drawing explicitly on the phonics and reading skills taught to tackle new and unfamiliar words. Our pupils will use reading as a platform to enable them to know and remember more throughout their journey with us and use this new knowledge to have an impact on the world around them as well as globally. The impact of this will be further seen in the outcomes achieved by pupils at the end of Reception, in which the percentage of pupils achieving expected in Reading will remain higher than local and national averages. In Key Stage 1, our Phonics Screening Check outcomes will remain above 90% and therefore above the national average with a greater percentage of pupils achieving full marks due to the close monitoring of the acquisition of phonics sounds throughout Early Years and Year 1. Outcomes at the end of Year 2 for reading will remain above the national average and the percentage of pupils working at Greater Depth will increase year on year. As a result of close monitoring and the implementation of targeted high quality interventions gaps between vulnerable groups, especially disadvantaged vs non disadvantaged will be significantly decreased.

## Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of phonics and early reading is adapted for these pupils.
- The planning and organising of teaching strategies for phonics and early reading will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of phonics and early reading as a foundation from which enables all pupils to achieve their full potential.

## Teaching and Learning

At Bengeworth Academy, it is our aim to teach children to learn through their experiences. Therefore we aim to give children a wide range of opportunities to learn within Phonics and Early Reading. These opportunities include;

- Access to daily rigorously planned phonics sessions
- Access to targeted interventions to close gaps and accelerate progress
- Rich, inviting texts that enable pupils to read with growing confidence
- Engaging and active phonics lessons that enable pupils to move knowledge and skills from their working memory to long term memory and retrieve it confidently and accurately.

The teaching of phonics and early reading is recognised as the foundation from which all pupils are able to build their knowledge and skills across subject disciplines and is planned rigorously to enable all pupils to make progress at an accelerated pace. Within phonics sessions, teachers ensure that they draw on the latest research linked to memory acquisition and ensure that pupils have opportunities to retrieve prior knowledge to enable them to build on and make links and connections with their new learning. Deliberate practice is used to enable pupils opportunities to practise and embed skills before independently practising so that knowledge and skills can move into long term memory and be applied in different contexts,

## Planning

- **Twinkl Phonics Termly Overviews** are used to outline the specific GPCs, Tricky Words, Common Exception Words, Spellings / Grammar (Level 6) each year group should be achieving by the end of their level and year.

- **Daily Phonics Plans** are then used to map the learning sequence each week outlining key GPCs, Tricky Words / Common Exception Words, Spelling Rules / Grammar (Level 6) to enable pupils to acquire the knowledge and skills expected by the end of the level / year group.
- **Targeted interventions within phonics lessons** are planned explicitly by teachers drawing on their knowledge of pupils abilities and the assessments carried out at the end of each level to ensure that all pupils are able to make rapid progress and gaps are closed.
- **Phonics Interventions** that take place outside of the phonics lessons are planned for by class teachers drawing on agreed interventions; *Dancing Bears, Apples and Pears or Bespoke Phonics Interventions* and are closely monitored to ensure they have the greatest impact on pupils.

## Assessment and Reporting

- Pupils will be assessed and their progress recorded half termly or at the end of each Phonics Level using the year groups [Phonics Tracker](#). Data will be then collated and analysed by the subject lead and Assessment Lead.
- **Phonics Data Risk Assessments** will be used in Early Years and KS1 to highlight those children at risk of not meeting ARE at the EOY in Phonics and Early Reading.
- **Phonics Screening Checks (PSC)** will be carried out half termly to track pupils and interventions will be implemented to close gaps in Year 1 and 2.
- **Phonics Screening Check for Year 1 and 2** will be carried out in June as required and close analysis of results will be carried out by the Subject Leader and SLT to identify sound and word patterns not confidently read by pupils to inform phonics planning for the remainder of the summer term and to inform Year 2 and 3 teachers.
- Pupils who do not pass the Phonics Screening Check in Year 2 will resit the **PSC in Year 3** in line with KS1 (June) and will be targeted throughout Year 3 to ensure they pass.
- **All pupils will be targeted to achieve full marks (40) in the PSC at the end of Year** , unless they have a specific SEND need or are disallowed from the PSC that means they can not access phonics.
- Pupils who do not achieve full marks in the PSC or on their Phonics Tracker will continue to be taught phonics through targeted interventions in Key Stage 2 to enable them to achieve full marks by the end of Year 5 unless they have a specific SEND need that means they can not access Phonics.
- Phonics Tracker assessments will be reported by the Subject Leader to SLT at the end of each assessment period and will be discussed in Pupil Progress with class teachers.
- Phonics and Early Reading assessment information will be reported to parents in Parent Consultations that take place twice a year and at the end of any period of interventions that have been put in place.
- Phonics Screening Check scores will be shared with parents at the end of Year 1 and 2 in their child's end of year report. Parents of pupils at risk of not passing will be informed as early as possible to enable them to support activities and daily practice at home.

## Resources and Equipment

At Bengeworth CE Academy it is agreed that fidelity to the Twinkl Phonics Scheme resources will be consistent across the school. Each year group has their own set of GPC and Tricky Word / Common Exception Word flashcards from Level 2-6 with **Reception using non cursive and KS1 and 2 using cursive script**. Phonics resources within the classrooms and on display should be made using the correct font as highlighted above to be consistent with the way in which they are taught within phonics lessons and so not to cause confusion. As teachers plan the phonics sessions to ensure they are meeting the needs of their pupils it is also expected that they ensure the correct font is used within their interactive whiteboard resources. Teachers are encouraged to use the Twinkl Phonics Scheme resources (e.g CVC word cards,

flashcards etc **but not whole powerpoints**) if they feel they meet the needs of the session and to decrease their workload.

## **Monitoring and review**

- This policy will be reviewed annually by the subject leader and the Headteacher
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of Phonics and Early Reading are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2025**.

# Bengeworth

## Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*

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