

LITTLE KINGSHILL COMBINED SCHOOL

Phonics Policy



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Little Kingshill Combined School Phonics Policy

At Little Kingshill Combined School, we consider that it is vitally important that children have a secure understanding of the letter sounds and spelling system of English. Phonic skills need to be developed in a systematic, staged approach in order to help all children to 'achieve their potential'. Teachers at Little Kingshill implement exciting and interactive phonic sessions which engage all children in this area of learning.

Intent

- To provide a structured and systematic approach to the learning and teaching of phonics.
- To enable children to become fluent and confident readers with a strong phonological awareness.
- To develop a love of reading in all pupils.
- To differentiate phonics according to the needs of pupils so that all pupils are given sufficient challenge at a level at which they can express success.

Implementation

Bug Club Phonics:

Part of the Bug Club family, Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children in our school learn to read by the age of six in a fun and accessible way. Following its own proven progression, the whole school programme matches the National Curriculum and Early Learning Goals. It uses well known characters from children's television; interactive games and rewards to keep the children motivated.

Reading Material:

Bug Club Phonics texts include fiction, comics and non-fiction. The Bug Club range includes plays and poetry. Both series are rich in vocabulary and help to develop language comprehension through engaging contexts, characters and storylines. eBooks are also be given alongside school reading books where appropriate. Bug Club Phonics decodable readers match the order in which grapheme/phoneme correspondences are introduced in class, giving children the opportunity to practise their blending skills and to consolidate their knowledge. Each child is allocated the relevant eBook to match with the correct phonic phase. The eBooks are invaluable in helping pupils to practise reading at home as they include a phoneme pronunciation guide to aid pupils' blending skills.

Assessment:

Bug Club Phonics includes formative and summative assessments. The daily sessions include whole-class revision and new phoneme focus sections which identify those children who need immediate extra support during the subsequent guided independent work. Digital games are also provided to offer ample opportunities to assess pupils' progress in a low-stakes, fun way. Summative assessments are included at the end of each unit and phase ensuring frequent and detailed feedback for teachers to act on.

Differentiation:

Bug Club Phonics is purposefully designed to keep all pupils together as much as possible. The Clackmannanshire research (which underpins the programme) showed that keeping the children together during the daily Phoneme Sessions fostered a sense of social inclusion and boosted the performance of the children who were progressing more slowly.

Bug Club Phonics is carefully mapped out to ensure teachers can cover the required curriculum before the Year 1 Phonics Screening Check. There are guidelines on how to pace the lessons and units within the teacher guides. Within each lesson, there are opportunities for independent work, where differentiated resources can be used, such as the differentiated Language Session worksheets (from unit 5 onwards) to ensure the work given to each pupil is demanding, challenging and builds their knowledge.

Phonics Screen Check:

In the summer term, Year 1 children will take a Phonics Screening Check in which children will be expected to read 40 decodable 'words'. This progress check identifies those children not at the expected level in reading – and these children will be re-checked in Year 2.

Phase 6:

Children who are secure at phase 5 can go onto phase 6, focusing on spelling.

Sessions include direct teaching of spelling strategies, proofreading, high frequency words. This will be completed in spelling lessons and homework activities.

Additional Support:

Lowest 20% of children will receive small group support in the form of a recap and phonics games daily.

- Using flashcards recap all taught phonemes and graphemes
- Recap blending words on a whiteboard using sample words from the lesson
- Spelling using magnetic letters using sample words from the lesson
- Handwriting to reinforce graphemes

Teaching in Nursery:

During the Summer term, Nursery will use the Bug Club phase 1 lessons for the cohort who will be moving to Reception in the next academic year. This will be delivered in line with Reception and KS1 resources.

Key Stage 2 Support

Complete the Bug Club schedule of assessment to identify any gaps in letter names, sounds, blending and segmenting. (p26 – p28 Reception Teaching and Assessment Guide).

When child is secure with phases 2-4, complete the Phase 5 assessment (p33 – p34 Key Stage 1 Teaching and Assessment Guide).

For each child, a phonics intervention log must be completed after every session. (appendix 2)

Impact

Mastery

Mastery for each phase is defined as follows but, please note, the programme does not expect all children to have mastery of a phase before the class moves on.

A child who has mastered Phase 2 can:

- give the sound when shown any Phase 2 letter, securing first the starter letters s, a, t, p, i, n;
- find any Phase 2 letter, from a display, when given the sound;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock;
- read the seven tricky words: the, to, I, no, go, into, her

A child who has mastered Phase 3 can:

- give the sound when shown all or most Phase 2 and Phase 3 graphemes;
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound;
- blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- read the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;
- spell the tricky words: the, to, I, no, go, into, her;
- write each letter correctly when following a model.

A child who has mastered Phase 4 can:

- give the sound when shown any Phase 2 and Phase 3 grapheme;
- find any Phase 2 and Phase 3 grapheme, from a display, when given the sound;
- blend and read words containing adjacent consonants; • segment and spell words containing adjacent consonants;
- read the tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- spell the tricky words: he, she, we, me, be, was, my, you, they, all, are, by, give, live;
- write each letter, usually correctly.

A child who has mastered Phase 5 can:

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high frequency words;
- accurately spell most of the words in the list of 100 high frequency words;
- form each letter correctly.

Appendix 1: Teaching sequence in Reception and Key Stage 1:

Introduction

Play the alphabet song twice. Once with words, once children sing alone.

Revise

- Use flashcards to review digraphs and trigraphs (plain flashcards – print R, cursive year 1 and 2)
- Once in Phase 5, review the sound family related to new learning (identify graphemes and reading words)
- Blend revision words in reading section (4 words)

New learning

- Share Learning intentions (Today we are going to say the phoneme (sound), find the grapheme (letter) and we are going to write the grapheme).
- Watch the video introducing the new sound
- Show the children the asset bank flashcards - find the grapheme – point to beginning, middle, end (thumbs up no talking).
- Reading – choose individual children, lines or whole class to identify the sounds. Tell children we are going to blend the sounds together to make a word (Reception can also say 'squash' them). Read all words together.
- Spelling - (go to tables)
Reception will use Magnetic letters (set between 2) until they are ready to w
Year 1 will aim to use books and pencils although any child who has not yet achieved the fine motor control should be encouraged to use magnetic letters.
Teacher models first word and children read along
For the next word use the 'say' function on the Bug Club programme. The children then write or use magnetic letters (level dependent) to spell the word.
Work through all four examples (two pictures first then two spoken words).
- Writing – practice the formation of the graphemes covered in the session. Year 1 use the 'writing cursive' section on Bug Club when they start Phase 5.

Follow up activity

This can be used to extend and support target children.

Points to Remember for Consistency

- The sounds we are learning this week should be displayed at the top of the interactive whiteboard for the duration of the week.
- ~~The Twinkle freeze should be used to support learning in the classroom. A yellow star will be placed on all graphemes that have already been taught.~~
- The same sound mats should be used in both Reception and Year 1 to support the children in independent writing.
- When using Bug Club Phonics, the font should be plain not rainbow.
- All staff should ensure they use the correct terminology (see Appendix 3).
- Reception to use a combination of sound mats, magnetic letters and boards and adult modelling to support/ scaffold child spelling and writing.

Appendix 2 – blank phonics intervention log:

[illegible]

Appendix 3 – Glossary of terms

Word	Meaning
Blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
Consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u)
CVC words	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include: • VC words e.g. on, is, it. • CCVC words e.g. trap and black. • CVCC words e.g. milk and fast.
Digraph	Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph: • Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day. • Consonant digraph: two consonants which can go together, for example shop or thin. • Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example, cake or pine.
Grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.
Morpheme	A morpheme is the smallest linguistic part of a word that can have a meaning. Examples of morphemes would be the parts "un-", "break", and "-able" in the word "unbreakable".
Phoneme	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.
Phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
Segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
Syllable	A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, ' book ' has one syllable, and ' reading ' has two syllables.
Trigraph	Three letters which go together make one sound e.g. ear, air, igh, dge, tch
Vowel	The letters a, e, i, o, u.