



CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Badsworth C of E Junior & Infant School

Phonics and Early Reading Policy

October 2025

Phonics Vision

At Badsworth C of E Junior and Infant School, our progressive curriculum continually builds on prior learning and knowledge to consolidate previous skills and deepen pupil's understanding of Phonics and Early Reading. The Floppy's Phonics scheme is used to deliver a rigorous, systematic, synthetic approach to develop children's phonetical knowledge. We acknowledge that children need to be taught the key skills in segmenting and blending to enable them to be able to read fluently and with confidence. Our teaching encompasses both the EYFS curriculum and the National Curriculum (Key Stage 1 & 2). Our wish is that children leave Badsworth C of E Junior School as lifelong readers. More details about our vision for Phonics can be found by reading the Phonics Curriculum Statement on the website.

Curriculum Intent

- To ensure all children make good progress in phonics, with intervention groups offering extra support for children working below expected level within EYFS, KS1 and KS2.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To encourage children to apply their phonetic awareness and skills across the curriculum, within all subjects.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- A key objective at Badsworth C of E Junior and Infant School is to provide high quality and consistent phonics teaching across the whole school. This ensures that all children have a strong foundation upon which to tackle the challenges of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout Foundation Stage, Key Stage 1 and Key Stage 2, for those children who are working below the expected level and require support to develop their phonetic knowledge and understanding.
- To provide children with a high level of phonetic knowledge, understanding and skills to ensure they can decode words confidently and engage with a high level of reading.

Teaching and Learning

At Badsworth C of E Junior and Infant School we follow the Floppy's Phonics Scheme. All teachers within school follow the Floppy Phonics Programme and implement the consistent routine of Floppy Phonics in each lesson, including intervention groups.

The teacher's assessment of individual children informs the rate at which the children are progressing. The data from these assessments is reviewed half termly and necessary intervention groups for children working below the expected level are provided throughout school.

Each lesson follows the consistent sequence of Floppy's Phonics as below:

- Revisit and review- Children revise sounds and graphemes with flashcards, frieze and say the sounds posters.
- Teach- Staff shall introduce the new sound and grapheme using the flashcard, frieze and CD-ROM.
- Practise- Children practise new and revised sounds and graphemes using activity books and worksheets.
- Apply- Children extend their core skills with words and sentences using cumulative texts and grapheme tiles.
- Consolidate- Children use the Floppy Phonics resources to consolidate learning of the new sound.

In order for parents to see and support the phonics work that takes place in school a phonics folder is given to each child. Within this folder are essential resources to maximise the teaching and learning of phonics. The phonics folder includes, a decodable reading book and completed Floppy's phonics worksheets. Other resources included in the folder may be flashcards and grapheme tiles. The phonics folder is returned to school daily as part of the book bag routine.

All staff within school have received Floppy Phonics training, this ensures that all supporting adults are consistent with the phonics language and phonics skills' routines they present to the learner. This allows children to access consistent, systematic phonics sessions during their time at Badsworth C of E Junior and Infant School.

Inclusion

Phonics forms part of our school curriculum policy to provide a broad and balanced education for all children. At Badsworth, we teach Phonics to all children in EYFS and KS1, with intervention groups in place for children working below the expected level in KS2. Whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their Phonetical capability. We provide learning opportunities that are matched to the specific needs of the child. When planning Phonics, we consider any targets on SEND children's SMTLP, MSP or EHCP to facilitate learning at all levels. Resources and materials are adapted to meet the needs of the child/children as appropriate. Modifications can also be made to resources and equipment following consultation with outside agencies. We aim to respond to the children's needs and overcome potential barriers to learning for individuals and groups.

Management and Organisation

Role of the Phonics and Early Reading Leader:

The Computing Subject Leader is responsible for the implementation of this Phonics and Early Reading policy and providing professional leadership and management of Phonics and Early Reading within the school. Their role is to:

- Talk to Children sessions to gain an insight about what the children have done.
- Maintain resources and advise staff on the use of digital tools, technologies and resources.
- Monitor classroom teaching or planning following the schools monitoring programme.
- Monitor the children's progression in Phonics, looking at examples of work of different abilities.
- Attend appropriate training and disseminate amongst staff as appropriate.
- Lead staff training on new initiatives.
- Liaise with the Phonics and Early Reading Link Governor.

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Phonics.
- Provide colleagues opportunities to observe good practice in the teaching of Phonics.

Assessment and Reporting

The monitoring of phonics is ongoing and is the responsibility of the Subject Leader in liaison with the Key Stage 1 team leader. It operates within the whole school monitoring schedule and a variety of monitoring strategies are used.

The completion of phonics tracking ladders is used to assess the progress of individual children. This format allows each child's progress to be monitored throughout school, showing progress or otherwise. This assessment is used to inform planning and develop the delivery of phonics. On completion of each level, all children complete an individual phonics assessment which assesses their ability to use the skills taught within that level.

At the end of Year 1, the children will take the statutory National Phonic Screening Test. If children are still working towards the phonic test by the end of Year 1 then they will work in a small, differentiated group to enable them to retake the test in Year 2.

At the end of Year 2, the children are required to take the statutory English grammar, punctuation and spelling test in which their knowledge and ability to apply phonics are tested.

Progression

Foundation Stage

It is expected that Foundation Stage will introduce and complete **Level 1 and Level 1 +** phonics through whole class teaching. When appropriate, the practitioners will then introduce **Level 2 and Level 3** phonics and, depending upon the nature of each cohort, aim to introduce **Level 4** in the final half of the summer term. Children within foundation stage complete 60 minutes of phonics per day. During a whole class input the teacher will revisit and review previously learnt sounds with flashcards. The new sound shall then be taught using the flashcard, frieze and CD-ROM. Following this whole class input children will then work in small groups to work through the phonics worksheet. Children will then consolidate their learning through the decodable books based on the Level they are secure.

Key Stage 1

At the start of Year 1 children will recap **Level 3** before they are then introduced to **Level 4 and Level 5**. Phonics consists of a 60-minute daily lesson, the whole class participate in this lesson to ensure all children are exposed to new code despite the level they are secure at. Children shall review and revisit previously taught sounds at the start of each lesson through the use of flashcards and sounds posters. The teacher will then teach the new sound and grapheme using the flashcards, frieze and CD-ROM. Whilst using the interactive CD-ROM children have the opportunity to develop both their comprehension and oral language skills.

Children will then complete the activity sheet as a whole class. For an extension task child can access the cumulative text on the back of the worksheet. Children can read the sentence underlining the focus sound. The cumulative text can then be copied to develop handwriting skills. If children are confident they can complete self-dictation. Decodable reading books are given to children to consolidate their learning of new sounds and apply skills to reading.

At the start of Year 2 children will recap **Level 5**, with particular emphasis on spelling rules. For children who did not pass the Phonics Screening Check in Year 1 and are working below the expected level, an intervention group shall recap previously taught sounds.

Key Stage 2

In Key Stage 2, those children who are working below the expected level and did not pass the Phonics Screening Check in Year 1 will participate in intervention groups. These intervention groups will be assessment informed and teach the appropriate level where children's phonetic skills are not secure. The intervention group shall follow the routine outlined by Floppy Phonics. Decodable reading books shall be given to children to consolidate their learning as well as phonics folders, enabling parents to see and support the teaching of phonics. The intervention groups shall take place 3 times a week and consist of a 20-minute session.

Planning

The planning for Phonics across school will be taken directly from Floppy Phonics. Handbooks shall be used to support the teaching routine of phonics.

Role of Governors

All governors are interested in the development of Phonics to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of Computing on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors meetings to explain changes made within their subject.

Review Date September 2026