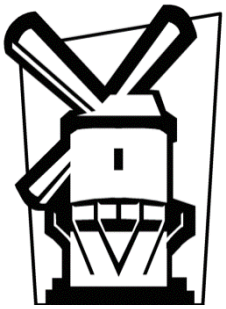
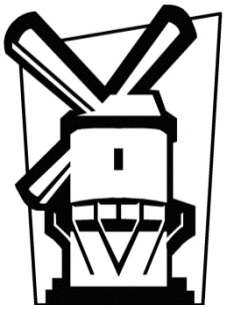
Great Paxton CE Primary School
Policy Statement on



Phonics



Mission Statement

We build upon strong foundations of excellent teaching, with high expectations of children's achievements, encouraging all pupils to aspire to be the very best that they can be in the future.

We do this by:

- being generous and visible people of Jesus Christ, helping our local community to discover together the transforming presence of God in our lives.
- striving to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Policy agreed: **Spring 2026**

Leaders: **Mrs Natalie Upson**

Date for review: **Spring 2029**

Principles of the Policy:

At Great Paxton Primary School, we believe that all children are entitled to learn to read and write so as to be ready for the challenge of today and prepared for tomorrow. Reading lies at the heart of the curriculum and is a fundamental foundation to life. Our school motto is **'believe in yourself and each other'.** We are dedicated to enabling our pupils to become lifelong readers, who can read fluently and have a secure understanding, as we believe reading is key for academic success across the whole curriculum.

Aims (intent):

At Great Paxton our aim is:

• To establish consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school.

• To provide a language rich environment that encourages and develops oracy and literacy skills that are the cornerstone of our curriculum, starting in EYFS and continuing throughout the school.

• To ensure that systematic synthetic phonics is taught to children to enable pupils to:

- Recognise, say and write all phonemes within each phase 2-5 of Bug Club Phonics.

- Use their phonic knowledge to blend and segment phonetically decodable words.

- Use their phonic knowledge to read complex words and to recognise from sight 'Tricky Words' (High Frequency Words).

- Read with fluency for both pleasure and to retrieve information.

- Write clearly, accurately and coherently using phonic knowledge.

• For pupils to apply their phonic knowledge and phase 6 spelling skills in their reading and writing across the whole curriculum when they enter Key Stage 2.

• To have robust assessment procedures to regularly check progress and identify pupils in need of intervention.

• To promote reading for pleasure with exposure to a range of texts.

Curriculum (implementation):

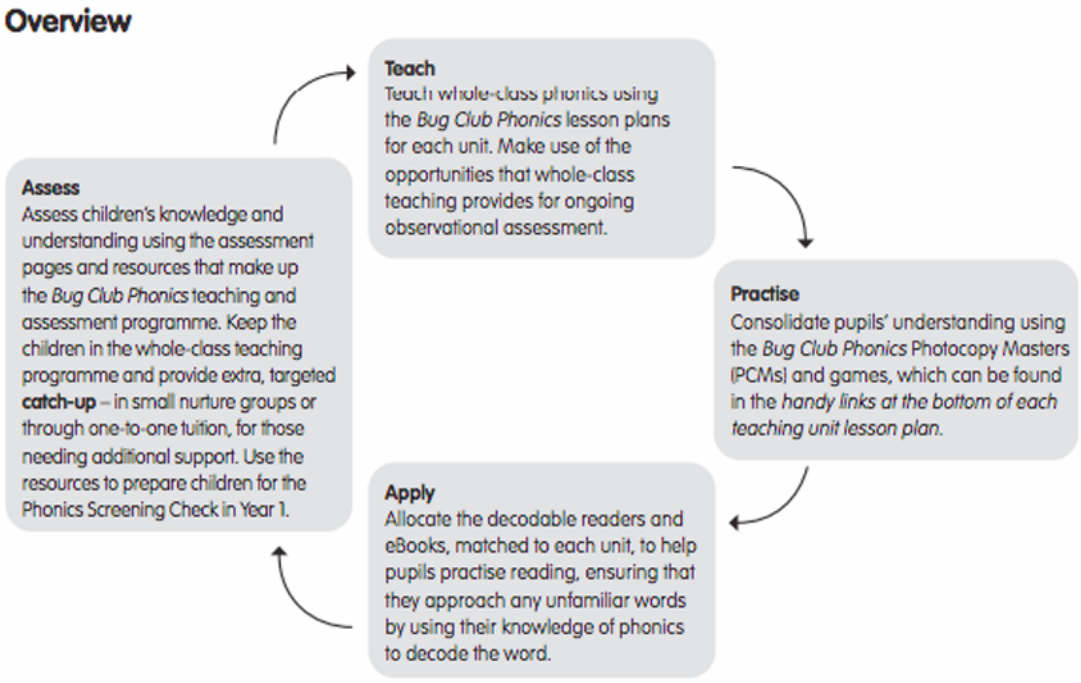
At Great Paxton Primary School, children are taught to read using phonics. Pupils are also taught a range of 'tricky words' which cannot be decoded using phonics. In this way they gradually develop a bank of vocabulary they know by sight. Children are also exposed to a wide range of **engaging, enriching** reading material to develop their vocabulary, widen their **experiences** and **excite** and inspire our children to become life-long readers.

In Early Years and Year 1, we teach reading, spelling and writing through ***Bug Club*** Phonics programme. Every day, children are engaged in a highly focussed and purposeful phonics session. This is delivered through daily adult-led whole year group sessions.

Our phonics sessions are consistent, thorough and effective. In each session, children revisit their previous learning, are taught new skills, and practise and apply what they have learned. Children are taught how to decode and blend to enable them to read new words. They are taught how to form letters correctly and learn to spell through the process of segmenting whole words and by selecting letters to represent those phonemes.

We continue to use the ***Bug Club*** programme throughout Year 1, and in other year groups, if needed through intervention groups, working systematically through the different phases. Children will be introduced to alternate spellings of phonemes they have learnt previously and learn strategies to decode two and three syllable words. The spelling of tricky words is taught continuously throughout the phases.

Phonics planning is provided within our SSP 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.



Overview taken from Bug Club Teaching and Assessment Guide (2021)

Bug Club Books:

At the early stages of reading development, the children initially share books with adults and take phoneme cards focussed on learnt phonemes before progressing to fully decodable reading books, which are phonetically in line with the child's phonics learning/attainment (Bug Club Phonics). Bug Club books are matched to the teaching sequence of the Phonics programme and will match the sounds and words each child is currently learning. The children should be able to decode the words by sounding out and blending, and not by using the pictures. These books are sent home on a weekly basis for the children to read at home. They also have access to decodable books on their online Bug Club account, which is monitored by teachers weekly.

Appendix one shows the Bug Club Phonics Progression Chart.

Appendix two shows the Bug Club Phonics decodable eBooks and their corresponding book bands.

Assessment:

In Reception, all children carry out the baseline activities set by the government. Plus, all Year 1 and 2 children, complete the Year 1 Phonics Screening Test so teachers can implement any nurture groups that might be needed.

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. At the end of each phase (every half term) we use the summative Bug Club assessments to assess which children have retained the phonemes/digraphs/trigraphs taught that half term. Teachers then complete the Bug Club tracker which allows each teacher to easily identify gaps and plan interventions accordingly.

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 phonics teaching in smaller groups tailored to their specific needs.
- Children to receive precision teaching intervention daily.

Impact:

Our children make rapid progress from their start point in reading and writing. They leave EYFS **equipped** with the fundamental skills of learning to read and write and build on this knowledge throughout Year 1 and Year 2.

By the end of Year 1, they should have a secure understanding of the phonic sounds to enable them to achieve highly in their Year 1 Phonics Screening Check.

Ultimately, as children become more secure in their phonic knowledge, reading evolves from learning to read, to reading for **pleasure, fluency and knowledge**.

Special Considerations:

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.

If there is a need, pupils across the whole school will be identified and given extra support to help them with their phonics, spelling and reading skills by creating nurturing groups using Bug Club.

Class teachers inform the Head teacher, Deputy Head teacher and SENDCo if they are concerned that a child may have underlying learning difficulties. Support is then provided by the SENDCo, head teacher, deputy head teacher and/or support is asked for from our local authority Specialist Teacher. (see SEN policy for further details).

Resources:

- Bug Club accounts for all staff and pupils
- Bug Club individual books (phases) and guided reading books, with teacher guides
- Bug Club online books and games
- Bug Club Grapheme posters across the school
- Bug Club flashcards

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Linked Policies:

- English Policy
- SEN Policy

Appendix 1

Bug Club Phonics Progression Chart

In this chart we show the order in which we teach the GPCs and tricky words; the latter are taught by drawing children's attention to the unusual part of the spelling and letting them work out the rest for themselves using the taught GPCs and then blending for reading. This progression, and the method, follows what our research has shown to be very effective in rapidly developing independent reading skill in children. Our progression includes the early introduction of simple plurals and the 's' forms of verbs, as these are very common and open up children very quickly to a richer reading experience, as evidenced by our research. Daily lessons include revision not only of the previous day's new GPC, but the words that were read the day before are used for spelling and vice versa, for consolidation. Children quickly move to reading captions and sentences, and decodable readers are introduced from the 10th lesson. The lessons are in short, discrete sections which are repeated daily. We advocate whole class teaching, which is what we used in the Clackmannanshire Study; slower learning children can keep up with additional one-to-one teaching, or in small nurture groups, given by experienced practitioners. This gives these children a sense of social inclusion. Rhona Johnston (MBE)

Pre-Reception

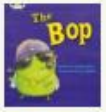
Phase 1	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
n/a	n/a	9781292395395 9781292395401 9781292395418	9781292405261 9781292405278 9781292405285

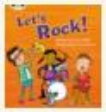
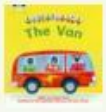
Reception

Phase 2 Units 1 & 2	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
s, a, t, p, i, n, m, d	n/a	9781408260197 9781408260203 9781408260227 9781408260241 9781408279472 9781408279489	9781292408088 9781292407852 9781292407869 9781292408071

Phase 2 Unit 3	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
g, o, c, k	to	9781408260128 9781408260159 9781408260166 9781408260173 9781408279496 9781408279502	9781292408057 9781292408064 9781292407838 9781292407845

Phase 2 Unit 4	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ck, e, u, r	the, no, go	9781408260142 9781408260180 9781408260210 9781408260258 9781408279519 9781408279526	9781292408026 9781292407814 9781292408033 9781292407821

Phase 2 Unit 5	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
h, b, f, ff, l, ll, ss	I, into, her	9781408260104 9781408260111 9781408260135  9781408260234 9781408279533 9781408279540	9781292408033 9781292407999 9781292408002 9781292407869

Phase 3 Unit 6	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
j, v, w, x	me, be	9780433019336  9780602005436 9781408279557  9781408279564 9781408260425 9781408260562	9781408260289 9781408260388 9781408260418

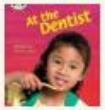
Phase 3 Unit 7	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
y, z, zz, qu	he, my, by, she	9781408260364 9781408260517 9781408260555 9781408279571 9781408279588	9780433019459 9781408260319 9781408260586 9781408260609

Phase 3 Unit 8	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ch, sh, th, ng	they	9780433019343 9781408260333 9781408260470 9781408260548 9781408279595 9781408279601	9781408260449 9781408260456 9781408260531

Phase 3 Unit 9	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ai, ee, igh, oa, oo (long), oo (short)	we, are	9781408260371 9781408260432 9781408260616 9781408279618 9781408279625	9780433019466 9781408260494 9781408260524 9781408260623

Phase 3 Unit 10	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ar, or, ur, ow, oi	you	9780433019350 9781408260326 9781408260579 9781408260630 9781408279632 9781408279649	9781408260296 9781408260401 9781408260487

Phase 3 Unit 11	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ear, air, ure, er	all, was, give, live	9781292338798 9781408260357 9781408260500 9781408279656 9781408279663	9780433019473 9781408260395 9781408260593 9781408260302

Phase 4 Unit 12	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
adjacent consonants consolidation (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what	9780433019367 9780433019374 9781292395272 9781292395289 9781292395296 9781292395302 9781408260715 9781408260722 9781408260739 9781408260746 9781408260760 9781292395425 9781408260661 9781408279670 9781408279687 9781408279694 9781408279700	9780433019480 9780433019497  9781408260678 9781408260685 9781408260777 9781408260753 9781408260708 9781408260692 9781292407937 9781292407920 9781292407968 9781292407944 9781292407951

Year 1

Phase 5 Unit 13	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
wh, ph	oh, their, people	9781292395319 9781292395326 9781408260944 9781408279717	9781292407975 9780433019503

Phase 5 Unit 14	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long a: ay, a-e, eigh/ey/ei	Mr, Mrs, Ms	9780433019381 9781292395333 9781408279724	9781292407876 9781408260821

Phase 5 Unit 15	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long e: ea, e-e, ie/ey/y	looked, called, asked	9781408260807 9781408279731	9780433019510 9781292407913

Phase 5 Unit 16	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long i: ie, i-e, y, i	water, where	9780433019398 9781408279748	9781408260852 9781292407883

Phase 5 Unit 17	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long o: ow, o-e, o/oe	who, again	9781408260920 9781408279755	9780433019527 9781292407890

Phase 5 Unit 18	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
long u: ew, ue, u-e, short oo: u/oul	thought, through	9780433019404 9781292395340 9781408279762	9781408260869 9781292407906

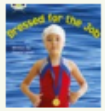
Phase 5 Unit 19	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
aw, au, al	work, laughed, because	9781408260814	9780433019534

Phase 5 Unit 20	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ir, er, ear	Thursday, Saturday, thirteen, thirty	9780433019411	9781408260906

Phase 5 Unit 21	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ou, oy	different, any, many	9781292395357 9781408260937	9780433019541

Phase 5 Unit 22	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ere/eer, are/ear	eyes, friends	9780433019428 9781292395364	9781408260890

Phase 5 Unit 23	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
c, k, ck, ch	two, once	9781408260883	9780433019558

Phase 5 Unit 24	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ce/ci/cy, sc/stl/se	great, clothes	9780433019435	 9781408260845

Phase 5 Unit 25	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
ge/gi/gy, dge	it's, I'm, I'll, I've	9781292395371 9781408260876	9780433019565

Phase 5 Unit 26	Common Irregular Words/ High-frequency Words	Fiction	Non-fiction
le, mb, kn/gn, wr	don't, can't, didn't	9780433019442	9781408260838

Phonic Phase	BB	Set / Unit	Focus	Fiction	Non-fiction
Phase 1	Lilac		Phonemic awareness		
Phase 2	Pink 1	1-2	satpinmd		
		3	gock		
	Pink 2	4	ckeur		
		5	h b f ff l ll ss		
Phase 3	Red 1	6	j v w x		
		7	y z zz qu		
	Red 2	8	ch sh th ng		
		9	ai ee igh oa oo		
		10	ar or ur ow oi		
		11	ear air ure er		
Phase 4	Yellow	12	Consolidation		
Phase 5	Blue 1	13	wh ph		
		14	ay a-e eigh/ey/ei (long a)		
	Blue 2	15	ea e-e ie/ey/y (long e)		
		16	ie i-e y i (long i)		
		17	ow o-e o/oe (long o)		
		18	ew ue u-e (long u) u/oul (short oo)		
	Blue 3	19	aw au al		
		20	ir er ear		
	Green 1	21	ou oy		
		22	ere/eer are/ear		
	Green 2	23	c k ck ch		
		24	ce/ci/cy sc/st/ se		
	Green 3	25	ge/gi/gy dge		
	Orange 1	26	le mb kn/gn wr		
	Orange 2	27	tch sh ea zh (w)a o		