



Farley Hill Primary School

Phonics Policy

Responsibility of	Curriculum Committee
Date of Policy	November 2025
Date of Review	November 2026

Subject:

Farley Hill Primary sees the enjoyment of reading and the skills involved as a core teaching priority and it is given high status in planning, teaching and the environment. We teach phonics through the *Little Wandle Letters and Sounds Revised Programme*, which is a systematic and synthetic phonics programme. We start teaching phonics in the first two weeks of Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

In Nursery, we follow the Little Wandle Foundations for Phonics Programme.

We strive to ensure that all children become successful, fluent readers by the end of key stage one and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two for children who still need this further support.

Aims:

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is consistent across the school and follows the Little Wandle progression of learning.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know all the phonemes within the English language.

Objectives:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Teaching of Phonics

We teach a rigorous, systematic phonic programme based on 'Little Wandle'. We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the [Little Wandle Letters and Sounds Revised expectations of progress:](#)

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Progress is regularly and carefully monitored and assessed in order to pick up on children who are struggling and catch them up so they don't fall behind. Pupils are given lots of opportunities to practise and secure skills learnt within the learning environment, reading decodable texts and experiencing continued success. Success is celebrated at every level in order to develop confident readers. Reading and spelling intervention programmes run through the school to support pupils who need extra help at different stages of their phonics and reading journey.

Resources

Many resources are available to all teachers to support teaching in school and also via the Little Wandle website.

Assessment

Using the Little Wandle Assessment tools, we closely monitor progress in order to identify any child needing additional support as soon as they need it to enable them to catch up to age related expectations.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Monitoring

Phonics is monitored regularly through individual and group reading sessions, written class work, assessments and book looks, monitoring planning and lesson observations.

Health and Safety

All trips and visitors are risk assessed. Safety is the direct responsibility of the class teacher.

Equal Opportunities

All aspects of handwriting will be accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background.

Children with Special Education Needs and Disabilities will have full access to the curriculum.