



CARNFORTH COMMUNITY PRIMARY SCHOOL

Phonics Policy (2025)

Intent

At Carnforth Community Primary School, we deliver high-quality, stimulating, and systematic phonics sessions to ensure all children develop a secure understanding of letters and sounds. We use and follow Red Rose Letters and Sounds, Lancashire County Council. This enables them to read fluently and apply their knowledge to spell accurately across the curriculum.

We aim for all children to become successful, fluent readers by the end of Key Stage 1. This is achieved through strong, discrete phonics teaching combined with a whole-language approach that fosters a culture of 'Reading for Pleasure'. By the end of Key Stage 1, children are expected to read fluently at a rate of 90 words per minute. As children progress into Key Stage 2, it is essential that even those who have made slower progress can read age-appropriate texts independently and fluently. To engage with the wider curriculum, children must be able to read well, make inferences, and draw on background knowledge. This requires both phonics and broader reading comprehension skills.

Aims

Our phonics teaching aims to:

- Teach children to blend for reading and segment for spelling.
- Enable children to read and write all 44 graphemes in the English language.
- Develop fluent readers through consistent practice.

- Deliver energetic, interactive, and engaging phonics lessons.
- Teach strategies for remembering common exception and key words.
- Encourage application of phonics across all curriculum areas.
- Ensure staff have excellent subject knowledge through ongoing CPD.

Teaching and Learning

We follow the 'Red Rose Letters and Sounds' programme with fidelity. Phonics is taught daily for at least 20 minutes using a multi-sensory approach that includes visual, auditory, and kinaesthetic activities. Children's progress is continually assessed, and targeted interventions are implemented to meet individual needs. Phonics is embedded within a broad curriculum that reinforces and applies phonics knowledge.

Reading

Phonics skills are modelled and reinforced during shared, guided, and 1:1 reading. Reading materials are matched to children's phonics levels to ensure success. Children learn to sound out and blend graphemes, progressing to fluent reading.

Common Exception Words

Children learn high-frequency words that do not follow standard grapheme-phoneme rules, known as 'tricky' words. Strategies are taught to help children remember these words and apply them in reading and writing.

Writing

Children are taught to segment phonemes and use grapheme knowledge to spell plausible words independently. Common exception words are expected to be spelled correctly from memory, with errors addressed during feedback.

Implementation:

We follow the 'Red Rose' phonics programme to ensure consistency and track progress.

Phase	Year Group	Focus
Red Rose Communication, Language and Literacy, Phonological Awareness – Phase 1	Nursery and Reception	<p>Seven aspects of phonological awareness:</p> <ul style="list-style-type: none"> -Environmental Sounds, Instrumental Sounds -Body Percussion, -Rhythm and Rhyme, -Alliteration, -Voice Sounds, -Oral Blending and Segmenting. <p>These have been written in teaching blocks, with a focus on the three strands:</p> <ul style="list-style-type: none"> -Tuning into Sounds, -Listening and Remembering Sounds,

		-Talking about Sounds.
Red Rose Letters and Sounds	Reception	GPC's (<i>Grapheme, Phoneme, Correspondences</i>): s a t p i n m d g o c k c k e u r h b f f l l s s /z/ s-(has)
Phase 2		Words for life (Tricky Words): <i>the to I no go into</i>
Phase 3	Reception	GPC's: j v w x y z z z q u c h s h t h t h (<i>this</i>) n g a i e e i g h o a o o (<i>pool</i>) o o (<i>book</i>) a r o r u r o w o i e a r a i r u r e e r Words for life (Tricky Words): <i>he she we me be was my you they her all are</i>
Phase 4	Reception	Combinations of adjacent consonants at beginning, within and end of words, including phase 2 and 3 graphemes. CVCC – best, champ CCV – tree, stair CCVC – flop, train CCVCC – drink, crunch CCCVC – spring, street CCCVCC – scrunch, sprint Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. sandpit, lunchbox, shampoo. Words for life (Tricky Words): <i>like said have one come do so were some there out little what</i>
Phase 5	Year 1	Key Phonemes and Graphemes in Phase 5 The main graphemes and associated example words include: <ul style="list-style-type: none"> • ay – day, play, crayon • ow – blow, snow / cow, now (two pronunciations) • ie – tie, cried, pie • ea – sea, meat, read • oy – toy, boy, enjoy • ir – bird, shirt, first • ue – blue, true, glue • aw – paw, claw, yawn • wh – wheel, whisper, when • ph – dolphin, alphabet • ew – new, crew, flew • oe – toe, foe, tomatoes • au – launch, haul Split digraph examples: <ul style="list-style-type: none"> • a-e – make, game, snake • e-e – these, eve, extreme • i-e – like, time, slide • o-e – hope, cone, home • u-e – rule, June, flute <i>Mr, Mrs, people looked, called, asked oh, their, could</i> Selected from the 200 High Frequency Word List:

		<p><i>water where who again thought through work mouse many laughed because different any eyes friends once please I'm I'll let's small great before jumped stopped pulled gone we're</i></p>
Spellings	Year 2	<p>Words with contracted forms, e.g., <i>can't</i> Add -es to nouns and verbs ending in -y</p> <p>Add the suffixes -ly, ful and -less, -ness and -ment Add the suffix -ly to words ending in -y, e.g. <i>happy, happily</i>.</p> <p>Add the endings -ing and -ed, -er, -est, -ing and -ed -er and -est -tion-y to words where no change is needed to the root, e.g. <i>dirt, dirty -y</i>. To words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>chat, chatty-y</i> To words ending in -e with a consonant before it, e.g. <i>shine, shiny</i>.</p> <p>The /n/ sound spelt kn and gn The /s/ sound spelt c before e, i and y, The /dʒ/ sound spelt ge and dge at the end The /l/ sound spelt -le at the end of words The /aɪ/ sound spelt y at the end of words The /i/-sound spelt -ey, The /l/ sound spelt -el, -al, -il at the end of words The /r/ sound spelt wr The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i>. The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s, e.g. <i>television</i> The /ɒ/ sound spelt a after w and qu, e.g. <i>wander</i> The /ɜ:/ sound spelt or after w, e.g. <i>word</i>.</p> <p>Spell correctly and distinguish between the homophones, to/two/too and be/bee, see/sea, blue/blew, flower/flour, sun/son, here/hear, some/sum, hole/whole, bear/bare and there/their/they're, quite/quiet, one/won, are/our and of/off</p> <p>Use the possessive apostrophe (singular), e.g. <i>Mrs Pilkington's handkerchief</i>.</p>

All phonics sessions follow a structured sequence:

Revisit/Review	<ul style="list-style-type: none">Review previous phonemes/graphemes taught, tricky words and any sounds that need to be recapped to secure learning.
Teach	<ul style="list-style-type: none">Explicitly teach a new phoneme and associated grapheme through the sequence 'hear it- say it, hear it- see it, see it – write it'Teach blending and/or segmentation with the newly taught phoneme/grapheme.Teach one tricky word highlighting the 'tricky part' of the word and strategies to remember this.
Practise	<ul style="list-style-type: none">Engage the children in active learning giving them the opportunity to practise the phoneme/ grapheme taught.
Apply	<ul style="list-style-type: none">Allow the children to apply their phonics learning by listening to, reading or writing sentences where the new phoneme/grapheme is put into a real life context.
Assess	<ul style="list-style-type: none">Record significant observations so that they effectively inform next steps in teaching and learning.

Grouping and Differentiation

Phonics is accessible to all learners through differentiated planning and flexible grouping. Children exceeding expectations receive enrichment, while those below receive targeted interventions:

- EYFS:** Extra daily phonics for children below expectations; daily reading for lowest 20%.
- Year 1:** 'Fast Track Phonics' intervention; daily reading for lowest 20%.
- Year 2:** Continued intervention for those who did not pass Year 1 screening.

Equal Opportunities

We ensure equal access to phonics for all children, regardless of background or ability. Resources and teaching strategies are adapted to support diverse needs, including SEND pupils.

Staffing

Teachers and teaching assistants deliver phonics sessions. All staff receive high-quality, up-to-date training to maintain excellence in teaching.

Assessment and Recording

Assessment is ongoing and informs planning. Formal assessments occur half-termly and are tracked using 'Phonics Tracker'. The phonics lead (Georgia Atkinson) reviews data termly to identify pupils needing support. Progress is reported to parents each term.

National Phonics Screening

All Year 1 pupils participate in the national phonics screening in June. The check consists of reading 40 words, 20 real words and 20 pseudo-words, to assess whether children can decode words using their phonics skills. The check is administered by teachers in a one-to-one setting, and results are communicated to parents by the end of the summer term in Year 1. If a child does not meet the expected standard, they will retake the test in Year 2 with additional support. Parents can help their children prepare by reading together, highlighting phonics sounds and using decodable readers to practice reading words using their decoding skills.

Impact

Impact is measured through:

- Subject leader monitoring
- Pupil workbooks
- Pupil and parental voice
- Learning walks
- Classroom displays and environments

Cross-Curricular Links

Phonics is embedded across all subjects. Resources and displays support application of phonics in reading and writing.

Role of the Subject Coordinator

- Lead policy development and curriculum planning
- Support staff with planning and assessment
- Monitor and evaluate phonics provision
- Manage phonics resources
- Stay updated with phonics developments

Resources

- Red Rose Letters and Sounds
- Red Rose handwriting 'patter cards'
- No Nonsense spelling

- Fast Track phonics
- Bounce Back phonics
- Phonics Tracker online

Health and Safety

Risk assessments are conducted for all off-site phonics activities.