



KIMBOLTON ST JAMES' C OF E PRIMARY SCHOOL

PHONICS POLICY

Date signed off by Full Governing Body: 7^h July 2026

Our vision is rooted in 1 Corinthians 16:13-14: 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.'

At Kimbolton St James' C of E Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through strong, high quality, discrete phonics teaching delivered with fidelity to the Read Write Inc. (RWI) programme, alongside a rich language approach that fosters a lifelong love of reading and literature.

The Rose Report (2006) emphasised the importance of high-quality phonics as the foundation for word decoding. This aligns with our belief that children must first "learn to read" before they can "read to learn."

This policy ensures a consistent, rigorous and sequential approach to phonics teaching across the Early Years Foundation Stage (EYFS), Key Stage One and into Key Stage Two for children who require further support.

Aims

- To teach children aural discrimination, phonemic awareness and oral blending, supporting reading, writing and spelling development.
- To ensure children use segmenting and blending fluently, enabling accurate and automatic word reading.
- To deliver phonics teaching that is systematic, fast-paced, engaging and consistent with RWI routines.
- To ensure children apply phonic knowledge across the curriculum.
- To ensure children develop secure knowledge of grapheme-phoneme correspondences (GPCs), including multiple graphemes representing the same phoneme.
- To support children in achieving automaticity in decoding and early reading fluency.
- To teach children to read and spell common exception (red) words with increasing confidence.

Objectives

- To provide **consistent, high-quality phonics teaching with full fidelity to the RWI programme**.
- To ensure phonics is taught **systematically and progressively**, with clear progression from EYFS to KS1 and targeted support into KS2.
- To ensure that all children develop **secure decoding skills and reading fluency** as quickly as possible.
- To ensure children who fall behind receive **immediate and effective 'keep-up' support** so that no child falls significantly behind.

What Phonics Looks Like at Kimbolton St. James'

At Kimbolton St James' C of E Primary School, we follow the Read Write Inc. (RWI) phonics programme with full fidelity across EYFS and Key Stage One, and for identified pupils in Key Stage Two. All staff follow the prescribed sequence, routines and resources to ensure consistency and effectiveness.

Children are assessed regularly and grouped according to their stage, with groupings adjusted at least half-termly to ensure rapid progress.

All phonics sessions are structured in line with RWI expectations and include:

Speed Sounds

- Say the sound – introduce/revisit phonemes
- Read the sound – introduce/revisit graphemes
- Review sounds – revisit previously taught GPCs

Word Time

- Blend to read words containing new graphemes
- Review previously taught words

- Read pseudo (alien) words
- Spell using Fred Fingers
- Review spelling of known words

Storybook Session

- Read fully decodable texts matched to children's phonics knowledge
- Re-read texts to develop fluency and automaticity
- Develop comprehension and vocabulary through discussion

Children are explicitly taught to decode unfamiliar words using phonics first and are not encouraged to guess from pictures or context.

Phonics in EYFS

Children in Reception receive a daily discrete phonics session following RWI.

- In the first half term, teaching is delivered as a whole class.
- Following baseline assessment, children are grouped according to ability.
- Phonics teaching is reinforced through reading, writing and continuous provision.

The expectation is that:

- The majority of children will complete Set 2 sounds by the end of Reception.
- Children develop early fluency through reading fully decodable books matched to their stage.
- 'Red words' (common exception words) are introduced and practised regularly.

Children who are not on track receive daily keep-up interventions.

Phonics in Year 1

Children in Year 1 receive daily phonics and reading sessions using RWI.

The aim is that:

- Children secure Set 3 sounds and apply them fluently in reading and writing.
- Children read fully decodable books matched precisely to their phonics knowledge, re-reading regularly to build fluency.
- Children develop confidence in reading pseudo words in preparation for the Phonics Screening Check.
- Children learn to read and spell all Year 1 common exception words.

All children complete the statutory Phonics Screening Check.

Phonics in Year 2

Children who do not pass the Phonics Screening Check or have not completed the RWI programme continue to receive daily phonics teaching.

- Teaching follows RWI until children complete the programme.
- Children then move onto RWI Spelling, focusing on spelling patterns and morphology.
- Children continue to read accurately, fluently and with understanding.
- They aim to read and write all Year 2 common exception words.

Phonics in Key Stage 2

Children who are not yet secure in decoding receive targeted daily phonics support using the RWI programme.

- Provision is carefully matched to individual need.
- Interventions are structured, time-limited and monitored closely.
- The focus is on securing automatic decoding and reading fluency.

Classroom Environment

All EYFS, KS1 and intervention classrooms include:

- RWI sound friezes and speed sound charts
- Accessible sound mats for writing
- Consistent use of RWI resources to support independence and accuracy

Homework

Parental involvement is key.

- Reception children take home sounds and words for daily practice.
- Year 1 children practise spellings and sounds aligned to taught GPCs and red words.
- Children take home fully decodable reading books matched to their phonics stage.
- A RWI Phonics and Reading Meeting is held annually for parents.

How we assess progress in phonics

Assessment is continuous and integral to teaching:

- Daily assessment for learning informs teaching
- Half-termly RWI assessments determine grouping and progress
- Year 1 children complete practice screening checks
- Year 2 pupils who re-sit are assessed regularly

Children who fall behind are identified quickly and receive immediate 'keep-up' support.

Subject Leadership

Our Phonics lead is Mrs Hyde.

The Phonics Lead will:

- Monitor the quality and consistency of phonics teaching
- Ensure full fidelity to the RWI programme
- Provide training, coaching and support for staff
- Regularly review pupil progress and attainment
- Liaise with governors and report on phonics outcomes
- Ensure alignment with the National Curriculum and DfE guidance

Review

This policy will be reviewed regularly.

Its effectiveness will be monitored through:

- Lesson observations
- Assessment outcomes
- Staff discussions
- Evaluation of pupil progress

Findings will inform the school development plan and continuous improvement of phonics provision.

Date Agreed: 07.07.2026