

# NEWTON INTERNATIONAL ACADEMY SMASH



## EYFS PHONICS POLICY

**POLICY REVIEWED**

July 2025

**POLICY TO BE REVIEWED**

July 2026





## **EYFS Phonics Policy**

Reviewed August 2025

Next review August  
2026

### **Introduction**

Phonics is to be taught using both the Jolly Phonics Scheme. In Foundation 1 children will be taught Phase 1 and learn the 26 letters of the alphabet (sounds and names) they will then progress through Phases 2, 3 and 4 in Foundation 2. It will be taught in line with the DfES document (review/revisit, teach and apply). Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are matched to the children's abilities and interests, and all classroom environments should have an age appropriate display concentrating on both sounds and key words.

### **Aims and Objectives – Foundation 1**

By the end of Foundation 1, children should:

- Have improved speaking and listening skills
- Enjoy books and stories
- Have a curiosity in letter shapes and written words
- Have an increased vocabulary
- Be able to discriminate phonemes
- Begin to recognise some graphemes particularly those in their names

### **Aims and Objectives – Foundation 2**

By the end of Foundation 2, children should:

- Have progressed from orally segmenting and blending to blending and segmenting with letters
- Begin to write simple words and sentences that are phonetically plausible
- Be able to read and spell vc and cvc words
- Begin to read and spell cvcc and ccvc words
- Begin to automatically read words both tricky and decodable
- Be able to discriminate phonemes and graphemes
- Have an increased vocabulary

### **Foundation 1**

Children in Foundation 1 will be introduced to Phase 1 after baseline. They will then continue to focus on Phase 1 and be introduced to the letters and sounds in alphabetical order. This will



begin after the mid-term break in Term 2 and a letter a week will be covered in preparation for Phase 2 in Reception. These sessions will be mainly adult led as a model of basic elements such as oral segmenting and blending. After Mid Term in Term 1 wordless reading books will be given out and read with the children each week to build up vocabulary.

## **Foundation 2**

Children in Foundation 2 will be introduced to Phase 2 after baseline. Children will be taught 3 sounds and tricky words every week, as well as blending and segmenting. Following the completion of Phase 2, we will begin streaming where children will be assessed and assorted into different classes for Term 2.

Following Term 2 assessments children will then be sorted into classes again, depending on ability. Children will be either at Phase 2, 3 or begin Phase 4.

Reading books will be issued after Mid Term in Term 1. Children will receive a new book to read each week.

Sounds books will be sent home at the end of each week with the 3 new sounds to learn. The children will be encouraged to learn the sounds at home and it is optional to practice writing the sounds in the book.

## **Planning and Delivery Foundation 1**

Foundation 1 planning will be completed by class teachers. Short term plans will include direct teaching of Phase 1 within the first term and then go on to include the alphabet from Term 2. The planning will include 15 minutes of direct teaching per day with suggested activities for the week.

Teacher input at the beginning of each lesson will recap on any previous learning and then introduce new learning pitched at the highest ability of the class. Activities will then be differentiated to suit the various abilities within the class with a plenary to consolidate the new learning.

## **Planning and Delivery Foundation 2**

Planning to be completed by class teachers. Short term plans will include direct teaching, differentiated activities, plenary and environmental suggestions for Phase 2-4.

Teacher input at the beginning of each lesson will recap on any previous learning and then introduce new learning pitched at the highest ability of the class. Activities will then be differentiated to suit the various abilities within the class with a plenary to consolidate the new learning.



## **The Classroom Environment- Foundation 1**

Each class should have a phonics display throughout the year which should act as a working wall. It should display any work that has been done within Phase 1 for example photographs of learning as well as information relating to the letter of the week (the letter itself, pictures of items that begin with the sound of the week, children whose names begin with the letter.) The environment should also provide opportunities for mark making with various mediums accessible to the children during choice activities.

## **The Classroom Environment- Foundation 2**

Each class should have a phonics display throughout the year which should act as a working wall. It should display the sounds being covered or re-capped that week, images of items that begin with the sound and any work that relates to phonics to be displayed. The environment should also provide opportunities for mark making and writing with various mediums accessible to the children during choice activities.

## **Review August 2026**