**Phonics Teaching and Learning**

**Lessons**

Phonics lessons are delivered through structured, direct teaching sessions, supported by high levels of teacher-child interaction. Children are expected to participate actively throughout each lesson.

A multisensory approach is embedded within every session to support engagement and retention. The consistent lesson structure enables children to become familiar with expectations and routines, ensuring learning time is maximised and transitions between activities are efficient.

Teaching activities are carefully planned to be engaging while maintaining a strong focus on the intended phonics learning objective. Any digital resources used should align with the programme's sequence of grapheme-phoneme correspondences (GPCs) and must complement, rather than replace, high-quality direct teaching.

**Reception**

Children begin the phonics programme early in Reception.

Daily discrete phonics sessions of approximately 20-25 minutes are delivered to the whole class or targeted groups.

Additional intervention groups are established where required to ensure all children can access and progress successfully through the programme.

Decodable reading books are introduced once children have completed Phase 2 Set 2 and demonstrate increasing confidence in word reading.

Children continue to read fully decodable texts throughout Reception.

Phonics knowledge is embedded across wider reading and writing activities.

During the Apply section of lessons, activities are adapted to provide appropriate challenge and support for all learners.

Continuous provision and outdoor learning opportunities reinforce and consolidate phonics learning.

Phonics mats are readily available across all areas of learning, including outdoor provision.

Reception children are taught Phases 2, 3 and 4 of the programme.

Aim: All children achieve the Early Learning Goals for reading and writing.

**Year 1**

Year 1 pupils build upon their phonics knowledge through the teaching of Phase 5.

High-quality daily phonics sessions of approximately 25 minutes are delivered.

Pupils who have not yet reached the expected standard receive targeted phonics intervention.

Children read decodable books daily, carefully matched to their current phonics knowledge.

Learning activities are differentiated to ensure all pupils can achieve their full potential.

By the end of Year 1, children should have completed Phase 5 and be ready to move on to the spelling programme in Year 2.

Aim: All pupils successfully meet the expected standard in the Phonics Screening Check.

**Year 2**

Children who have not passed the Phonics Screening Check (PSC) or completed the programme by the end of Year 1 continue to receive phonics teaching in Year 2.

Schools will determine the most effective arrangements for delivery, including appropriate staffing, space and timetabling.

Pupils continue to read fully decodable texts matched to their phonics knowledge until the programme is completed.

Aim: All pupils who did not meet the expected standard in Year 1 pass the Phonics Screening Check by the end of Year 2.

**Delivering the Programme**

The programme is designed for daily teaching through a carefully sequenced and progressive structure. This enables children to develop reading and spelling skills rapidly, moving from simple to increasingly complex phonics knowledge while systematically covering all major GPCs in English.

Words, phrases, sentences and texts are strategically incorporated throughout the programme and are carefully mapped within lesson sequences.

Children are taught to read printed words by identifying and blending phonemes from left to right across the entire word. Printed text should always be used to support this process.

**Lesson Structure**

**Revise**

Children revisit previously taught GPCs and practise reading words and sentences containing those patterns, strengthening retention and fluency.

**Hear**

The focus phoneme or phonics feature is introduced, helping children tune into the key sound or skill being taught.

**Read**

Children develop decoding skills through reading the focus GPC and words that contain it.

**Write**

Children develop transcription skills through accurate letter formation and spelling of words containing the focus GPC. In the early stages of the programme, letter formation is taught in line with Department for Education guidance. Children should be seated at tables for this part of the lesson.

**Apply**

Children apply both new and previously taught phonics knowledge through reading words and sentences, writing words and dictated sentences, and practising the reading and spelling of tricky words.

**Phonics Jotters**

Each child should maintain a phonics jotter to record and revisit their learning. This resource supports the retention of prior knowledge and provides opportunities for regular review. Lined pages are recommended to support correct letter formation and awareness of ascenders and descenders.

**Principles of the THEP SSP Programme**

The programme is designed to promote consistency, accessibility and rapid progress. Lessons are intentionally structured to:

Be straightforward and manageable to deliver.

Maintain a clear focus on reading and writing.

Avoid unnecessary complexity.

Ensure activities can be completed efficiently and purposefully.

To maximise learning opportunities, children are not routinely expected to:

Write on the board while others observe.

Take turns reading letters or words individually.

Participate in turn-taking games that reduce active engagement.

Reliably provide correct spellings without modelling.

Teachers consistently model accurate pronunciation, reading and spelling throughout teaching.

**Reading Decodable Books**

Throughout the programme, children read texts that closely match their current phonics knowledge both in school and at home. This approach ensures phonics remains their primary strategy for decoding unfamiliar words.

Children read books containing previously taught GPCs while learning new correspondences, enabling them to apply existing knowledge confidently and successfully. Programme overviews and lesson plans clearly identify these reading expectations.

Re-reading familiar texts is actively encouraged to develop confidence, fluency and automaticity. Children are supported to read both aloud and independently. As their phonics knowledge develops, they progress to increasingly complex texts and become more fluent readers.

Over time, pupils make the transition from learning to read to reading to learn, enabling them to read independently for both pleasure and purpose.

Alongside decoding, explicit teaching of comprehension skills is essential. This supports children in understanding what they read, making connections with prior knowledge and developing a lifelong enjoyment of reading. Regular reading also enriches vocabulary, broadens experiences and strengthens general knowledge, providing a strong foundation for future learning.

| | **Introduction** | **Independent reading** | **Review** |
|---|---|---|---|
| **1st read** With adult | Read and discuss the front cover and blurb<br>Use the story introduction to introduce the book to the group<br>Explain identified vocabulary | Children read the inside cover: GPCS, decodable words and tricky words<br>Children read through the text, using phonics knowledge to access the words | Vocabulary check<br>Initial responses |
| **2nd read** | Ask children to remember what the book was about.<br>Check vocabulary from previous session.<br>Share question.<br>**This should be quicker** | Children read the inside cover: GPCS, decodable words and tricky words<br>Children read through the text, using phonics knowledge to access the words<br>**This should be quicker** | Discuss a key question as posed by the adult running the group<br>**Most time to teach language comprehension through quality discussion** |
| **3rd read** | Where children are accessing this book independently for the third read, they will move straight to independent reading. | Children read the inside cover: GPCS, decodable words and tricky words<br>Children read through the text, using phonics knowledge to access the words | Group response task<br>For example:<br>- Sequencing<br>- Missing link<br>- Favourite part<br>- Character: thinking, saying, hoping, regretting |

The Bug Club Phonics books referred to are taken from the DfE validated Bug Club Phonics Systematic Synthetic Phonics Programme produced by Pearson Education Limited.