



**The Sycamore  
Church of England  
Trust**

Grow together, Learn forever

# Phonics Policy

**Applicable to:** All Trust Schools

**Adopted By:** Trust Lead

**Date Adopted:** February 2022

**Authorised Signatory:**

Mr Ian Young – Trust

Leader and CEO

Mr Mark Granby – Chair

of Board of Trustees

**Review Period:** Annually

**Next Review:** February 2025



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## Record of Policy Changes and Reviews

Date	Details	Reason for Review / Change
July 2024	Policy reviewed by Clare Shivnan-Taylor	Annual Review
July 2025	Annual review	Annual review

## Overview

Our trust vision is to transform lives and to ensure our children thrive, achieve and succeed and that our schools are the best they can be. As part of this, we celebrate the unique nature of each great school at the heart of its community. Our ethos and values of ‘Grow Together, Learn Forever’ encourage a bespoke curriculum that meets the needs of each community.

The implementation of these core elements and principles will provide all children with the support, knowledge and skills they are entitled to learn. We aim to make every lesson count. We are highly ambitious for all our children, irrespective of their background and starting points. All staff know the key knowledge and skills that children should achieve at the end of each year and learning is carefully planned to meet these points.

We aim to ensure all our children have the essential support, basic skills, knowledge and love of learning to be ready to thrive in the next stage of their education. In response to the DfE statement about certain phonics programmes, The Sycamore Church of England Trust confirms that our schools have the choice to use any systematic synthetic phonics programme proven to support good outcomes for our children.

The implementation and systematic delivery of the chosen phonics programme is key to its success. If, for whatever reason, a school had phonics outcomes below national, the Trust will intervene at the earliest opportunity, analyze the quality of phonics teaching and insist on an alternative phonics programme if needed.