



# Phonics Policy

April 2023

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### **Our vision**

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

### **Introduction**

At Woods, we believe that early, effective phonics teaching and learning is essential for achieving high attainment in reading and writing. Additionally, children's confidence with phonics is integral to the curriculum and is used in all subjects. Achievement in this area benefits every area of pupils' development and the school.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage two for children who require further support.

### **Aims**

- To teach children aural discrimination, phonemic awareness, alliteration and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that the teaching of phonics is lively, interactive and inclusive.
- To enable children to use their phonological awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode Common Exception and High Frequency words.

### **Objectives**

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complexity of reading and writing.
- To ensure that teaching of synthetic phonics is systematic and progressive throughout the Foundation stage, Key Stage One and Key Stage Two for those children needing interventions to support phonemic knowledge and understanding.
- To ensure that children have a sound phonetic knowledge, understanding and skills so that they can decode words with confidence and engage with higher order reading and writing skill

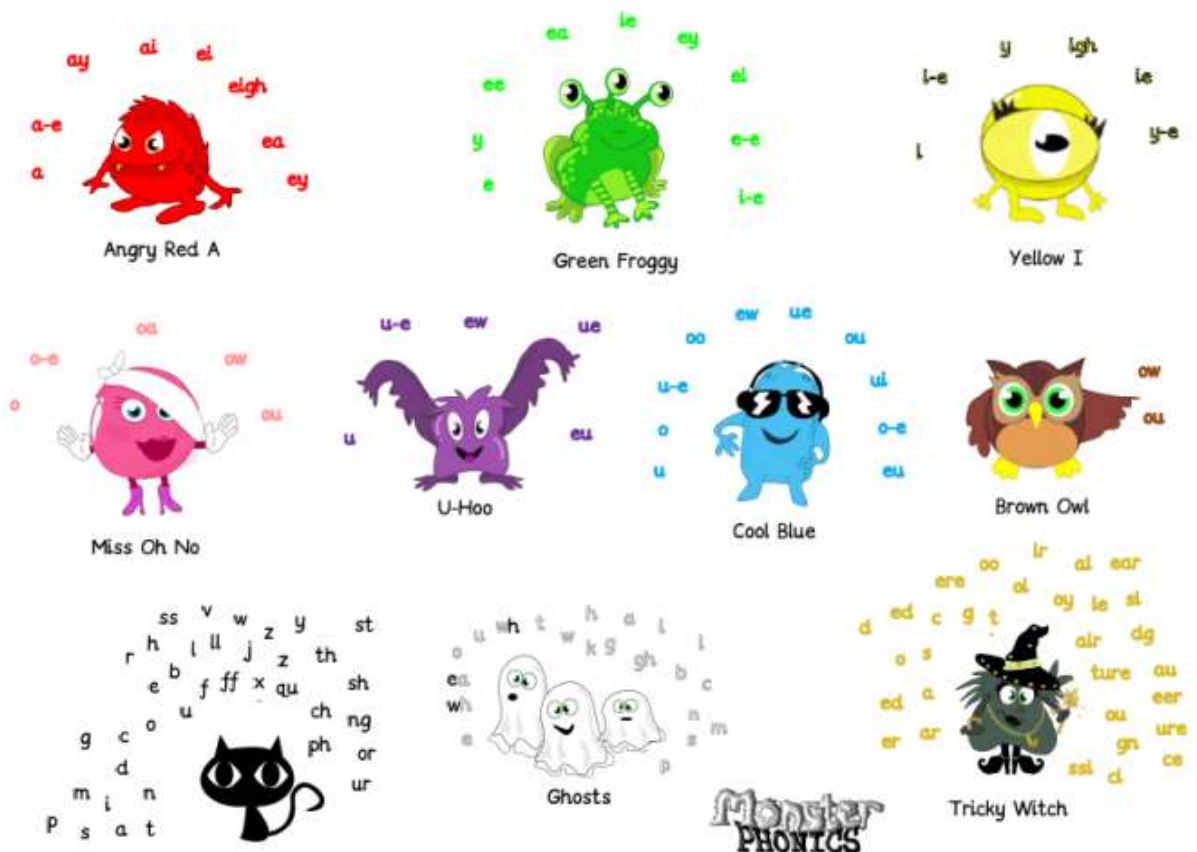
## Teaching and Learning



At Woods, we use the DFE accredited programme, Monster Phonics.

'Monster Phonics' is a rigorous, systematic synthetic programme developed by Ingrid Connors, a primary teacher, phonics specialist and audiological scientist. All of the resources within the programme are mapped against the Letters and Sounds phases 1 to 6 and the KS1 Spelling Curriculum.

Different to any other scheme, Monster Phonics uses colour to consistently code for key graphemes in English. Colour shows children how to pronounce the most difficult aspects of reading. It is unique in that it uses character (monster) phoneme cues and colour coding to represent the long vowel sounds, silent letters and tricky letters. With Monster Phonics, spellings are more memorable and learning to read and spell becomes exciting and fun!



The innovative colour-coding system aims to accelerate learning to read and spell. It is the only scheme that uses colour coding for sound and audio-visual cues

(monsters) to bring phonics teaching to life. Monster Phonics best supports children with dyslexia because it is by far the most multisensory scheme available.

Visual learners benefit from the visual memory of colour in words. EAL learners have pronunciation support for every word that they learn. Monster Phonics highlights the existence of the open syllable spelling of long vowels A, E, I, O and U, such as in be, no, apron, open, me which many young learners misspell.

Based on research and support from our local English hub, each phonic lesson starts with a complete revisit of all the sounds that the children have been taught so far. In the Early Year Foundation stage, this is achieved by using a fast-paced flashcard review. In Key Stage 1 this is achieved using a Monster Phonics learning wall/chart to review all the sounds that have been previously taught since EYFS up to a current point.

Progression maps for each year group are available to view on our school website.

### **Assessment**

Assessment within each year groups takes place each half term in line with our school's termly data points. Assessment in each year groups differs slightly.

EYFS- Half termly assessment checks: Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment.

Summer 2- All reception pupils are assessed using the first 20 words from past Phonic Screening Papers. This is in preparation and planning for transition to Year1.

Year 1 & Year 2 resit children- These pupils are assessed using Past phonic screening papers. Assessments are carried out by their class teacher and a selection are done by the phonics lead and SLT for quality assurance purposes.

Target children (bottom 20%) from the cohort are assessed using addition assessments from Monster Phonics. Year 2 (not re-sits) and Key Stage 2 Target children- Pupils are assessed using formative grapheme assessments (dictations) and using the Year 2 CEW Assessment (dictations).

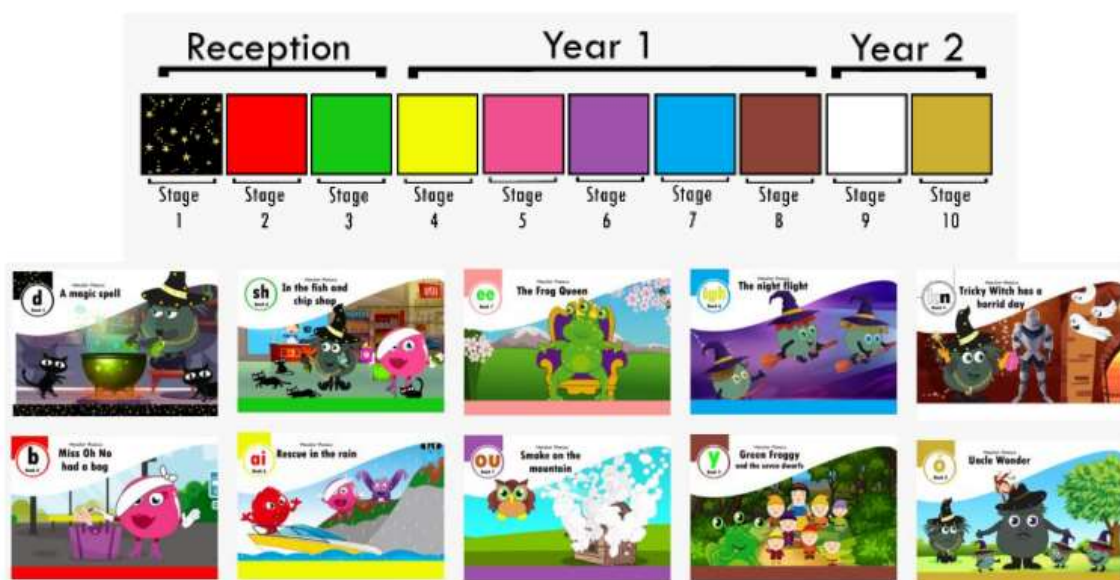
Information from all of our assessments feed back into Teaching and learning so that gaps are identified and robustly addressed through additional intervention and targeted support within the classroom.

## Reading Books

Our phonetically decodable books are also fully matched to the Monster Phonics Programme. Monster Phonics books ensure that children are reading using phonics that has been taught. Each book focuses on a key grapheme and ability-appropriate high frequency words.

Each week, the children are given a decodable Monster Phonics book to take home that reflects the learning taking place in school. The children are also provided with a 'reading for pleasure' book that they can share with an adult or read independently.

Phonic keywords and high-frequency word practice boxes at the start of each book help children to read the story with confidence. Stories include wow words and centre around the popular monster characters. Each book ends with questions to develop comprehension skills.



## Intervention

If children need intervention or booster groups to reach age-related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes.

## Special Educational Needs and Disability

We use planning and teaching flexibly in order to ensure individual needs are met and children achieve their full potential.

- Differentiation through tasks to stretch and challenge where appropriate;
- Support using adults and additional resources;

- In KS1, children are grouped according to their ability and needs, and therefore are supported at their own level.

### **Equal Opportunities**

We are committed to providing a teaching environment conducive to learning. All children are valued, respected and encouraged to take risks in order to achieve regardless of ability, race, gender, religion, social background, culture or disability.

### **Parent Partnership**

We strongly believe that positive partnerships between staff and parents are paramount in ensuring that children achieve their full potential. With this in mind we:

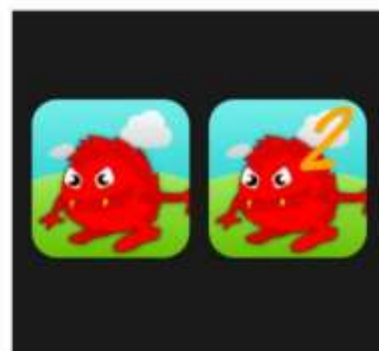
- Parents/carers are invited into school to an information meeting to discuss how we teach phonics in school and to learn how they can support their children at home.
- Parents/carers are provided with a login so they can access the Monster Phonics resources. Each week the class teacher will share the current learning so that parents can follow up on this at home.
- Year 1 parents/carers are provided with information and resources about the Phonic Screening Check in order to support their children at home.
- We send home phonetically decodable reading books for parents/carers to share with their child.
- In addition to regular Parents Evenings we strongly encourage parents to meet with teachers if they have any concerns about their child's learning.



**Monster Phonics Learn to  
Spell the First 100  
High-Frequency Words**



**Monster Phonics Learn to  
Spell the Next 200  
High-Frequency Words**



**Monster Phonics  
Bundle**