

The Meadows Primary School Phonics Policy

Introduction

This policy outlines the aims, teaching, organisation, monitoring and assessment of Phonics at the Meadows Primary School. The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. We use Monster Phonics to support our teaching. It is multi-sensory and colourful! Each coloured grapheme is paired with a monster character that makes the same sound to give audio-visual prompts that help children 'see' each sound within a word and pronounce it correctly.

What is Phonics?

Phonics is a way of teaching children to read quickly and skillfully.

Children are taught how to:

- Recognise the sounds that each individual letter makes
- Segment and blend these sounds together from left to right to read a word
- Identify the sounds that different combinations of letters make – such as 'ch' or 'ee'
- Use their phonic knowledge to decode new words and nonsense words that they hear or see. This is the first important step in learning to read.

Aims

- To plan, teach and assess high quality, systematic daily phonic sessions through the use of the Monster Phonics. This scheme uses colour co-ordination to help the children recognise graphemes.
- To ensure that all children are taught daily phonic sessions at their age-appropriate phase. (Whole class phonics will take place as well as extra intervention where necessary)
- To ensure that all children are taught phonics until they have a secure phonetic knowledge. (At Phase Five)
- To ensure that children apply phonetic knowledge as their first approach to reading and spelling.
- To ensure that children are taught to read high frequency and tricky words.
- To ensure that children have opportunities to read texts and words that are within their phonetic capabilities as early as possible. Phonetically decodable books will be sent home with the children - these will focus on the taught graphemes only.
- To encourage the children to attempt to spell words for themselves, and make suitable phonetic choices that represent the phase they are working at.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into phonemes in order to spell words.

Delivery of Phonics

- Phonics in preschool is taught through play as appropriate to individual children. The environment supports this.
- Phonics is taught using Monster Phonics. Monster Phonics will be embedded

into the FS environment and all grapheme monsters are displayed at all times.

- Phase 2 should be introduced in Foundation Stage in Autumn Term, Phase 3 completed by the end of Spring Term and Phase 4 begun in the Summer Term.
- At the end of Year One, the aim is that all children are secure at Phase 5, and pass the Phonics Screening Check.
- Phonics should continue to be taught until the children are secure at Phase 5, irrespective of their age.
- After the children are secure at Phase 5, teaching will progress to support for spelling. This is included in Phase 6.

Organisation of Phonics

Foundation Stage - Reception Classes

- Phonics is taught discretely **daily** to all Foundation Stage children.
- Phonics learning and objectives are continuously revisited and revised throughout the day and embedded into all areas of learning.
- Multi-sensory activities are included in the teaching of phonics so that various teaching styles can be encompassed.
- The learning environment successfully supports and enhances the phonics teaching.

Key Stage One

- Phonics is taught **daily** in 20 - 25 minute sessions.
- Children are taught whole-class phonics. Intervention groups are in place for those who require extra teaching.
- Children who need extra support are identified through assessment and receive intervention from staff who have had access to Monster Phonics training.
- Phonics is taught in discrete lessons but is also revisited and embedded within all areas of the curriculum.
- Multi-sensory activities are included in the teaching of phonics so that various teaching styles can be encompassed.
- The learning environment successfully supports and enhances the phonics teaching.

Lower Key Stage Two

- Children will receive whole class teaching **daily** (post-Covid catch up) to ensure they are secure with all phonics knowledge. Appropriate intervention will be given where necessary.
- Teachers encourage and support phonetic strategies in reading and writing throughout all areas of the curriculum.
- Support for spelling is used to ensure progression from phonics and to encourage correct spelling choices.

Assessment and Monitoring

- Assessment for learning is used – notes are made where appropriate.
- Phonics is monitored termly
- Phonics assessments are carried out at assessment points during the year.
- Phonics assessments are passed on to the children's next teachers to ensure

continuity and that phonics is being taught at the correct phase.

- Children will access texts that reflect their phonetic ability during guided reading. Their at home reading books will support their reading level whilst also providing them with an opportunity to apply their phonetical knowledge to decode words
- At the end of Year One, all eligible children will undertake the Phonics Screening Check to see if they are secure at Phase Five, which is the age related expectation. This will be retaken in the Summer Term of Year 2 if they do not pass the check. This retest will be a way of assessing the impact that phonics teaching and intervention has had.

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