



Phonics Policy

This policy contains the aims and working practice for Phonics at Burscough Village Primary School.

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Introduction

At Burscough Village Primary School 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 as a whole.

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 skills.

Teaching and Learning

At Burscough Village Primary School we use The DFE validated 'Monster Phonics'. This programme is a rigorous, systematic synthetic programme that 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!



**Monster
PHONICS**

Phonics in Nursery

Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is split into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

Aspect 1 - General sound discrimination – environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

Aspect 7 - Oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills. Once the children are ready

they begin to use SATPIN to orally blend and segment words before moving on to visually blending and segmenting to read VC and CVC words.

Programme Philosophy

- ✓ Colour-coded to support memory and facilitate understanding
- ✓ Monster sound cues and actions to support memory and increase engagement
- ✓ Rapid teaching of graphemes, grammatical rules HFW and CEW to improve reading fluency and access to the curriculum in all areas
- ✓ Consolidate and apply in meaningful and purposeful 'real' contexts
- ✓ Formative assessment to provide opportunities to address gaps early

Programme Content

	Reception	Year 1	Year 2
Term 1	Term 1 teaches all Reception graphemes and HFWs. This covers Phases 2-4 of Letters and Sound (phase 3 digraphs are introduced in term 3). One week themes use stories to highlight graphemes and activities include art, role play, simple reading and writing tasks, phonics games and music.	Term 1 teaches NC Year 1 graphemes, all of the Year 1 CEWs and the first 100 HFWs. The addition of suffixes ed, s/es, ing, er and est (with no change to the root word) is introduced in specific spelling lessons and continues to be taught and reinforced in grapheme lessons.	Term 1 teaches all NC Year 2 graphemes, the Year 2 CEWs and majority of the spelling rules, including the rules for adding vowel suffixes - the drop e, double consonant and y to an i rule. Homophones/near homophone are also taught in term 1.
Term 2	The focus of term 2 is on blending graphemes to read and segmenting words to spell. There is weekly opportunity to revisit learnt graphemes as part of the Monster Sounds Roar speed read. Storybooks remain an essential part of this learning. Term 2 and 3 use well-known repetitive traditional stories, action songs and games to develop reading and writing in sentences. The aim is to provide real and meaningful contexts for practising blending and segmenting of CVC, CVCC, CCVC, CCVCC and 2 syllable words and HFWs.	Term 2 teaches the remainder of the NC Year 1 graphemes, the next 200 HFWs, the prefix un and the k before e, i and y rule. All NC Year graphemes are taught by week 9 when revision lessons commence. The daily activities set out in the Worksheets check for gaps in learning, further reinforce word lists, practise grammatical rules and dictation. Videos and PowerPoints from term 1 reinforce word lists and rules. All of the first 300 HFWs have been taught by the end of this term.	Term 2 completes the teaching of spelling rules with a focus on consonant suffixes, contractions and possessive apostrophes. After a formative assessment, grapheme revision lessons commence. The daily activities set out in the Worksheet check for gaps in learning, further reinforce word lists, practise grammatical rules and dictation. Videos and PowerPoints from term 1 reinforce word lists and rules. The weekly plan for each grapheme culminates in a writing task that encourages children to use their phonics and grammatical knowledge in their free writing.
Term 3	Term 3 addresses the gap between the Letters & Sounds and the KS1 Spelling Curriculum by introducing the phase 3 digraphs. These graphemes are comprehensively covered in Year 1 as part of the KS1 Spelling Curriculum. Term 3 also introduces the phase 4 HFWs and more of the 100 HFWs that are beyond the Reception HFWs.	Term 3 starts with preparation for the Year 1 Phonics Screening Check, using real and nonsense word reading activities and a mock phonics screen. The remainder of the term continues with revision of the Year 1 graphemes. Spelling rules, HFWs and CEWs are recapped in the last 3 weeks.	Term 3 completes the revision of the NC Year 2 graphemes. The focus for remaining 4 weeks is on spelling rules and CEW with opportunities to practise reinforcement activities and use these in free writing task.
Available Assessments	Formative Grapheme Assessment (short dictations) Reception Phonics Screen Reception HFW Assessment	Formative Grapheme Assessment (dictations) Phonics Screen Year 1 CEW Assessment (dictations) 100, 200 HFW Assessment	Formative Grapheme Assessment (dictations) Phonics Screen Year 2CEW Assessment (dictations) 100, 200 HFW Assessment

Assessment

The first and most frequently used assessment takes place daily by the adult delivering the phonics session. Children who have not met the daily objective, as stated in the planning document for the lesson, are noted, and any gaps are addressed with a short recap intervention with the class teacher the same day. This should allow children to 'keep up not catch up.'

Formal assessment takes place throughout the year, following the Monster Phonics progression map. The programme has a clearly mapped set of assessments which allows for checking children's grapheme-phoneme correspondence (GPC), knowledge of High-Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing.

The assessment schedule for Monster Phonics is broken down for each year group; Reception, Year One and Year Two. Each year group has a set of graphemes, CEWs and HFWs to be learnt and then assessed.

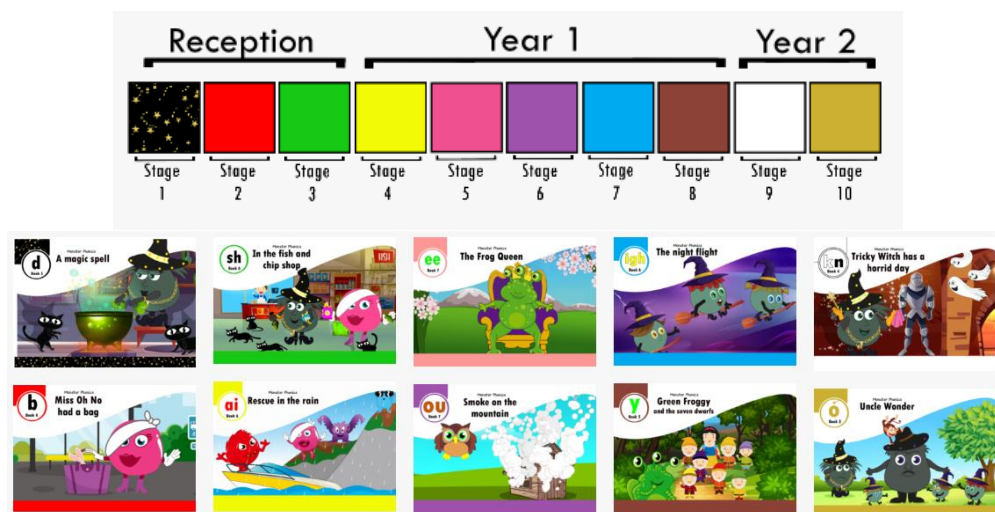
In addition to Monster Phonics assessments, from Spring term Year 1 will also complete practice phonics screening tests. This allows the children to be prepared for the phonics screen and identifies gaps in their phonic knowledge.

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 ensure that children are reading using phonics that has been taught. Children are regularly assessed and will read a book that is approximately at 90% fluency. Each book focuses on a key grapheme and ability-appropriate high-frequency words.

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.

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

At Burscough Village Primary School we strongly believe that positive partnerships between staff and parents/carers are paramount in ensuring that children achieve their full potential. With this in mind:

- Parent/carers are invited into school to learn with the children in a 'Come Learn with Me' phonics workshop.

- We send home phonetically decodable Monster Phonics reading books for parents/carers to share with their child. These are at approximately 90% fluency.
- The children also choose a coloured banded book. This is a book for shared reading.
- In addition to both books, the children also choose a library book each week for encourage a love of reading at home.