

# FELSTED PRIMARY SCHOOL

## PHONICS POLICY



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

At Felsted 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.

## **INTENT**

- 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.

## **IMPLEMENT**

- 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.

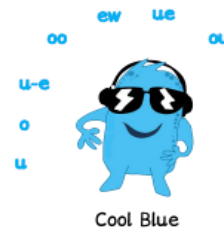
## **IMPACT**

The children use phonics and high frequency words as a way to read books and words  
The children use phonics to aid their spellings in their writing and make good spelling choices  
They can use their phonic knowledge across different subject areas

## **Teaching and Learning**

At Felsted Primary School we use DFE listed, Monster Phonics as a whole-class scheme. '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 literacy difficulties 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.

Phonics lessons at Felsted Primary School use the following sequence in all lessons:

**Revise and Revisit**

**Teach**

**Practise**

**Apply**

**PROGRESS AND ASSESSMENT**

Assessment within each year groups takes place each term in line with our school's assessment schedule. Assessment in each year groups differs slightly.

**EYFS-** Termly assessment checks:

Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment.

**Year 1 & Year 2** Termly assessment checks on phonemes and High Frequency words reading and spelling. Children in year 1 will do a termly phonics assessment using Past phonic screening papers. Year 2 children who did not pass in Year 1 will also do termly practises.

Target children (bottom 20%) from the cohort are assessed using addition assessments from Monster Phonics.

Key Stage 2 Target children- pupils are continued to be assessed on phoneme and High Frequency words both reading and spelling termly.

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.

## SEND

Children who may have been identified from assessments as needing extra support will be set interventions 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. Monster Phonics offers interventions on their website for children who need support for certain phonemes.

At Felsted Primary School we use planning and teaching flexibly in order to ensure individual needs are met and children achieve their full potential. Children may also be supported through the use of adults and additional resources.

Children in lower Key Stage 2 are also given the opportunity to do phonic catchup programmes as well as supported through phonics reading books to match their ability.

## Mastery

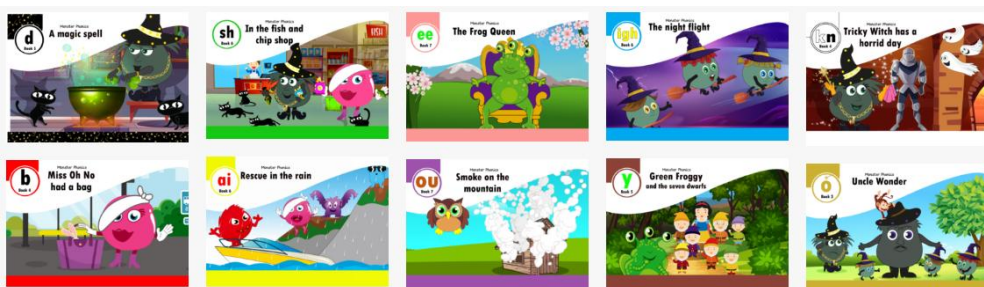
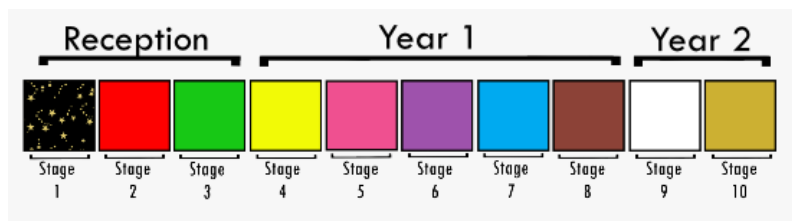
Children are encouraged to use their phonics knowledge through the curriculum. Challenges may be set through reading books, use of other resources and challenges of finding more words that represent that phoneme. Challenges are set where appropriate for these children

## 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.

Our children practise reading a Monster Phonics book in their guided reading group. At the end of the school week, the book is sent home for sharing.

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.



## **MONITORING**

Monitoring takes place by the phonics subject lead through observing lessons. Termly assessments and phonic screening check results are monitored and teachers are supported with identifying children who need support.

## **ROLES AND RESPONSIBILITIES**

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the phonic subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, phonics contributes to the wider aims of primary education.

## **RESOURCES**

We use the Monster Phonics scheme online which provides daily lessons. The Monster Phonics scheme also provides resources that teachers can use and print off for their classes. We also have a range of phonics posters. EYFS and Key Stage 1 reading books are Monster Phonics books which are aligned to the scheme and the phonemes learnt.

Sound mats have been developed for the children to use to help them with their spelling choices

## **PROFESSIONAL DEVELOPMENT**

Monster phonics provides training that teachers can sign up to linked to areas they feel need development. Monster phonics also provide a trainer that will deliver training for the school on their needs. Some of the training sessions are also for LSA's.

## **HEALTH AND SAFETY**

In this subject the general teaching requirement for health and safety applies. We teach children how to follow the proper procedures for safety and hygiene.

## **EQUAL OPPORTUNITIES**

Careful planning and awareness of individual children's needs and interests will ensure that every child will have equal access to the phonics curriculum regardless of race, gender or class.

## **POLICY MONITORING**

The phonics leader is responsible for the monitoring of the implementation of this policy. The leader reports to the head teacher on the effectiveness of the policy. The policy will be reviewed every year.

REVIEWED ON: January 2025

NEXT REVIEW DATE: January 2026