



St Anne's C of E (A) Primary Phonics Policy

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to *'develop the whole child, spiritually, mentally and physically by helping pupils to:*

Love God

Love learning and

Love themselves and others

in a caring, Christian environment through close links to the Church and community.

Approved by	Approval date	Review date
GB	October 2023	October 24

St Anne's Phonics Policy

Intent

At St Anne's 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.

Implementation

At St Anne's 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 **KSI 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!

National Curriculum Suggested Year Two
Common Exception Words

children

great

steak

break

every

even

busy

many

everybody

pretty

people

any

money

find

mind

child

climb

kind

behind

wild

most

both

cold

hold

whole

only

old

gold

told

clothes

move

prove

improve

who

hour

beautiful

could

should

door

poor

would

Christmas

floor

sure

water

Mrs

eye

sugar

Mr

parents

Regional differences

after

past

class

bath

fast

father

grass

plant

last

pass

path

Letter **a** is either short **a** (northern) or **a**(ar) (southern)

again **a**(e) (northern)

again (southern)

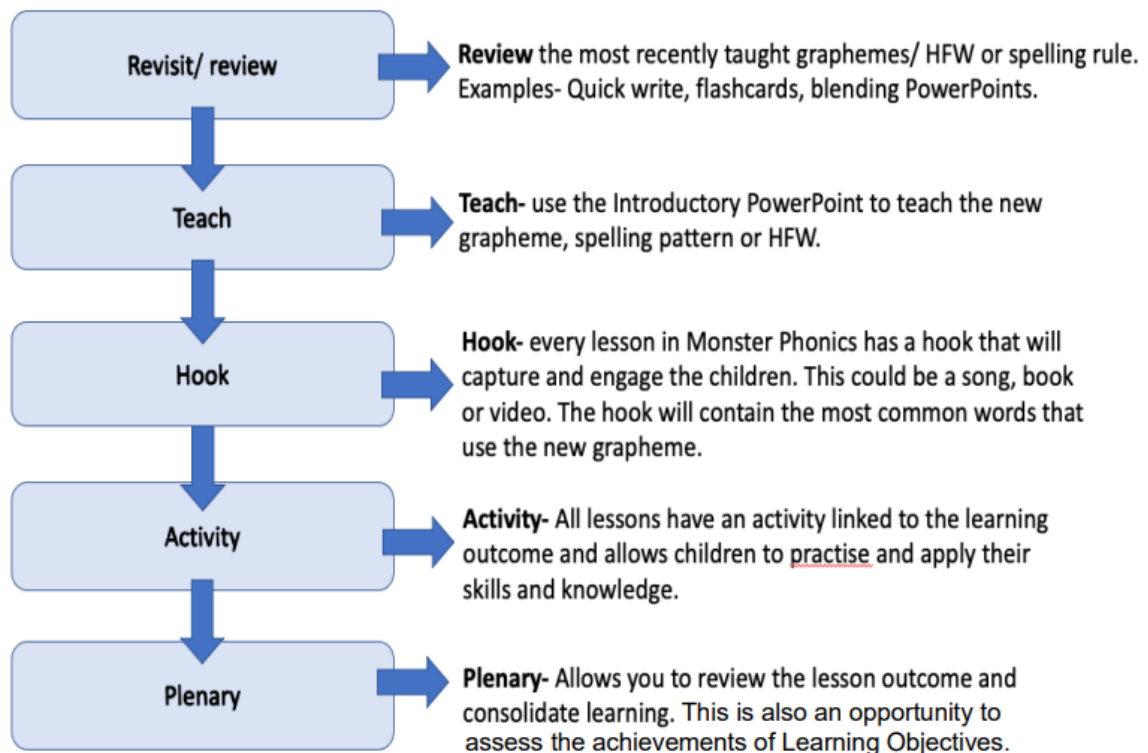
Example of Yr 2 Common exception words

Monster Phonics is taught as a whole-class for children in Reception and Key Stage 1. It is taught daily for 20-30 minute as a discrete phonics lesson that is delivered by teaching staff who have received specific Monster Phonics training. Consistency of teaching and learning is ensured through our quality assurance process.

Monster Phonics uses a five-part lesson structure.

(In Reception, the plenary review and assess of Learning Objectives takes place throughout each stage of the lesson, rather at the end.)

Monster Phonics Teaching Sequence



This structure is followed rigorously to ensure children become familiar with the format of the sessions, allowing the entirety of lesson time to be focused on teaching and learning and not transitioning between activities.

Teachers have clear expectations of pupils' phonics progress. Following every lesson, the teacher identifies the children who have not 'kept up' and a same day intervention is delivered. This approach allows gaps in phonic knowledge to be addressed before the next

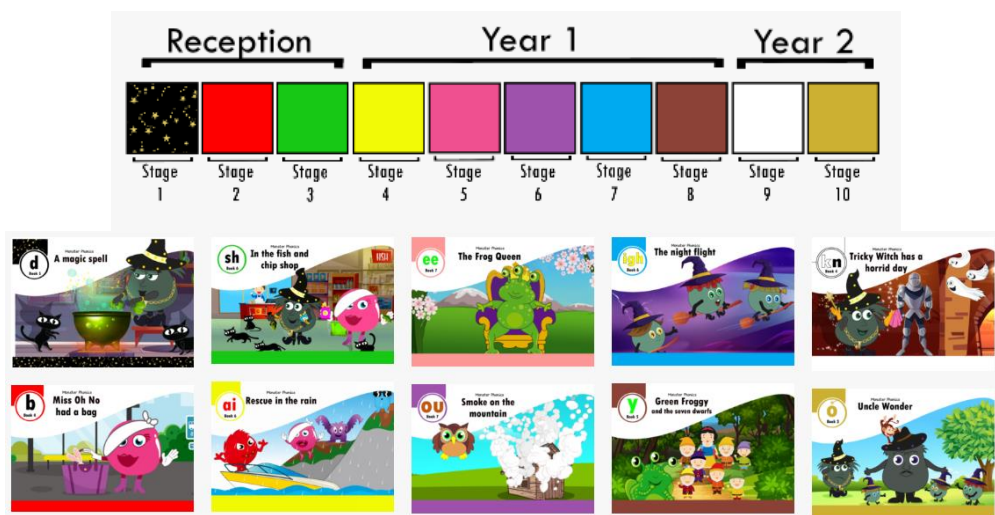
phonics lesson. In addition to daily formative assessment for learning, summative assessments are completed for reading, spelling, Common Exception Words (CEW) and High Frequency Words (HFW) in line with the Monster Phonics assessment timetable.

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 or 1-2-1 reads. Through our Remarkable Reader Scheme we promote the importance of reading books by incentivising children to read at home at least four times a week. The Monster Phonics books are prioritised each week until children are fully fluent.

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.



Teachers use *Monster Phonics* assessment and the *Monster Phonics* placement chart to match books to the children's phonic knowledge, ensuring they are reading books with 90% accuracy.

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.

Parent Partnership

At St Anne's 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 we:

- Parent/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.
- Year 1 Parents/carers are invited into school to receive information about the Phonic Screening Check as well learning how to support their children at home.
- We send home phonetically decodable reading books for parents/carers to share with their child.
- We send home a 'reading record' so that parents and teachers can record their thoughts about their child's reading journey.
- In addition to regular Parents Evenings we strongly encourage parents to meet with teachers if they have any concerns about their child's learning.

Impact

The impact of phonics teaching and learning will be evident through the following outcomes:

- Children will develop a love of reading, talk enthusiastically about reading and confidently attempt to read unfamiliar words independently.
- Results of the Phonics Screening Test will be in line with the national average
- Children will write confidently and enjoy writing for a variety of different purposes.
- Internal monitoring including; learning walks, lesson observations, pupil interviews and book scrutiny will ensure teaching and learning is of high quality and consistent across the school.
- Phonics assessments will be carried out in line with Monster Phonics schedule and interventions will be put in place as necessary
- The Phonics Lead, English team and SLT will be able to measure the progress of each child and be aware of children who are not making sufficient progress or achieving expected attainment. They will be able to work with teachers to support next steps.

APPENDICES

1. Reception Progression Map
2. Year 1 Progression Map
3. Year 2 Progression Map