

Disley Primary School

Proud to Belong



Phonics Policy

Approved by	Jake Nicklin Governors	Date: Date:
Last review	February 2024	
Next review		

Introduction

At Disley 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 (words that appear most frequently in writing).

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

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.

**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)

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

Revise and Revisit

Teach

Practise

Apply

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 and Key Stage One, this is achieved by using a fast-paced flashcard review. All EYFS and KS1 classrooms also use a Monster Phonics learning wall/chart to review all the sounds that have been previously taught since EYFS up to a current point.

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

Assessment within each year group takes place each half term in line with our school's termly data points and the Monster Phonics assessment schedule. Assessment points in each year group differs slightly.

EYFS- Half termly assessment checks:

Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment. These are completed by the Phonics Lead and shared with class teachers and SLT.

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

Half termly assessment checks:

Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment. These are completed by the Phonics Lead and shared with class teachers and SLT.

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

Resit children- These pupils are assessed using past Phonic Screening Check papers. Assessments are carried out by the Phonics Lead and are shared with class teachers and SLT for quality assurance purposes.

Year 2 (not re-sits) and Key Stage 2 Target children- Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment. Pupils are also assessed using formative grapheme assessments (dictations) and using the Year 2 CEW Assessment (dictations).

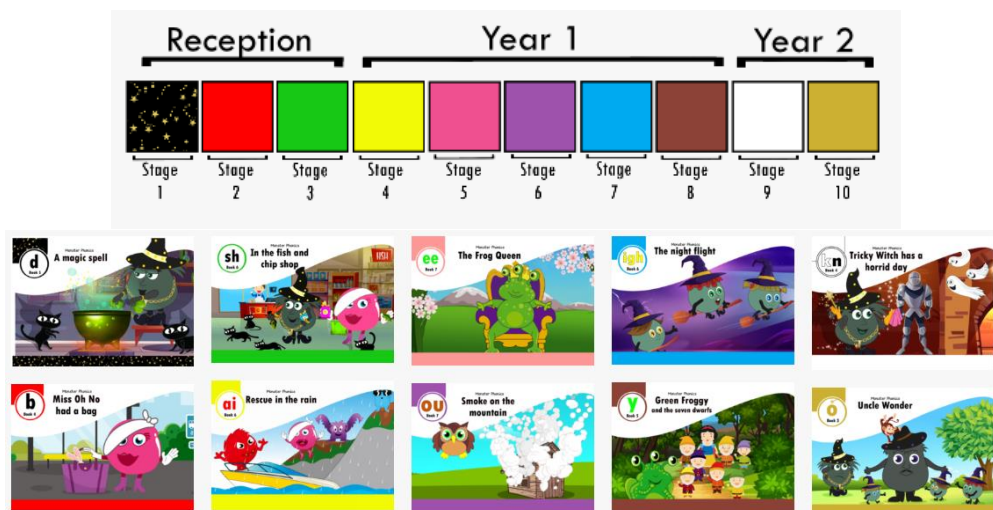
Information from all of our assessments feed back into teaching and learning so that gaps are identified and robustly addressed through additional intervention and targeted support within the classroom.

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. Intervention groups take place daily and are informed by frequent assessment. During Spring 2 and Summer the Phonics Lead also delivers a Phonics Booster club afterschool for those identified at risk of not passing the Phonics Screening Check.

Special Educational Needs and Disability

At Disley Primary School, 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

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 Disley 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 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 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.