



"It is vital, therefore, that phonics is a priority in teaching reading."
The Reading Framework: Teaching the Foundations of Literacy- DFE

1. INTENT

At St. Mary's Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more.

Phonics is a key skill that supports the development of early reading skills. We combine quality phonic teaching with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

2. AIMS

Using the Monster Phonics programme we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge.

3. IMPLEMENTATION

In order to implement our intent, we have:

- Opportunities for whole school and class enrichment.
- A scheme of work that teaches specific and relevant vocabulary. DfES listed Monster Phonics is designed as a whole class scheme for children in Reception and Key Stage 1 and as an intervention in Key Stages 1 and 2 with all the resources mapped against The Letters and Sounds Programme Phase 1 to 6 and the KS 1 Spelling Curriculum.
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- Planned opportunities for parents to participate in 'stay and play' phonics-based sessions.
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes,
- Improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words
- A progressive scheme of work where the teaching of phonics begins in Pre-school and progresses in line with children's readiness.
- Small and focussed group teaching to target children's specific next steps (interventions).
- A rigorous assessment system that informs teaching.
- Regular reading opportunities and story times for all children in Early Years and Key Stage 1
- A phonics-screening test for Year 1 in the summer term

- A subject leader who monitors teaching and learning to improve standards and outcomes
- A link governor who liaises with the subject leader in order to monitor and improve standards
- A curriculum that meets the needs of all pupils (including SEND)
- Interactive phonic stations/displays in outdoor and indoor provision.

PLANNING

The school follows the systematic approach laid out in the Monster Phonics programme of study, which we follow to meet the requirements of the National Curriculum. Staff follow weekly plans for phonics which ensure progression and high levels of engagement.

LESSON STRUCTURE

Monster Phonics uses a clear lesson structure which ensures children become familiar with the format of the sessions, allowing the entirety of lesson time to be focused on teaching and learning. The structure is as follows:

Revisit/ Review

Review the most recently taught graphemes, high frequency words or spelling rule.

Teach

Introduce and teach the new grapheme, spelling pattern or high frequency word.

Activity

The activity will be linked to the learning outcomes which allows the children to practice and apply their skills and knowledge.

Plenary

Review of lesson outcomes and consolidate learning.

INTERVENTIONS

The Monster Phonics programme provides high-quality, interactive lessons which supports highly effective teaching and learning, reducing the need for extra support and intervention. By using the Monster Phonics assessment strategies, children who are in danger of falling behind are quickly identified and additional support provided. Monster Phonics is a *Keep Up* programme and recommends *a same day approach* to intervention, ensuring every child progresses and *keeps up* with their peers.

Identifying children requiring additional support

During each lesson, teachers can use daily formative assessment to identify children that have not met the learning outcome for the lesson. Additional support sessions for these children should, where possible, be on the same day allowing gaps to be addressed with a short recap before the next discrete phonics session. The sessions are 5 to 10-minutes of targeted intervention in small groups or 1:1. This targeted approach must be specific and focused on the skills and knowledge gaps identified.

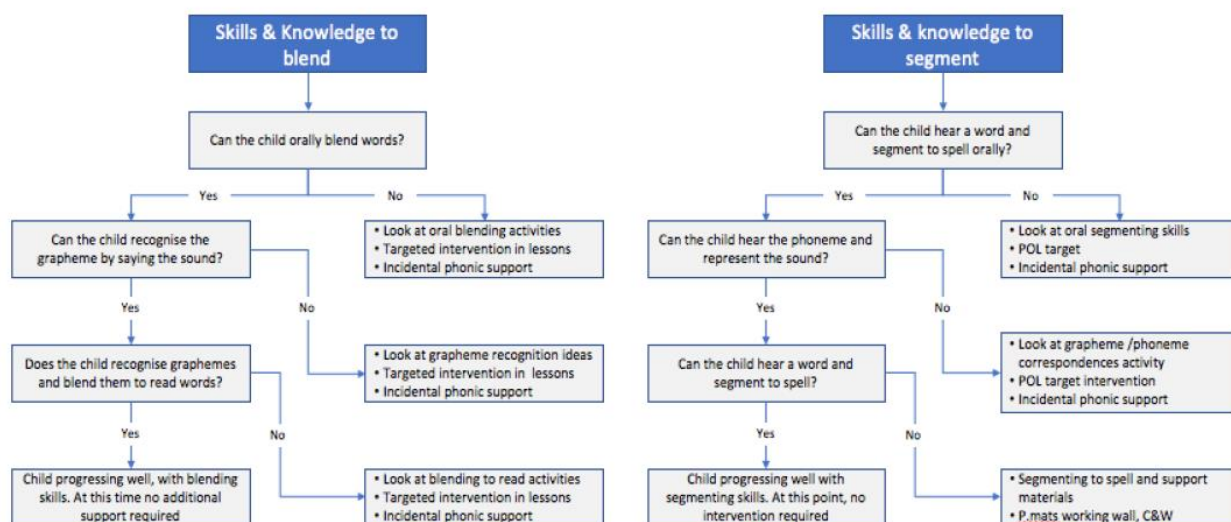
Support at point of learning

To support a child's progress in lessons, teaching staff can apply effective strategies to support learning. Considering elements like where a child is seated, using targeted questioning during the lesson,

providing adult support and having resources to support the children readily available will maximise the child's learning opportunities and support them to remain on track and focused with their learning.

Identifying Gaps in Knowledge and Skills

To be successful, confident readers and writers, children need phonics knowledge of the alphabetic code and to master phonic skills such as segmenting and blending. The array of assessments available in



the monster Phonics programme allow easy identification of gaps in knowledge and teaching staff can address these daily ensuring children keep up.

KS2 INTERVENTION

Interventions are also put in place for those children in Key Stage 2 who may not have mastered phonics skills and knowledge in KS1. In KS2, we are looking at children who find phonics challenging, have difficulty retaining phonic knowledge and may be starting to become disengaged with the subject. To support these children, we focus on the higher order of needs. Teaching the high-frequency graphemes, the high-frequency words and pre-learning topic vocabulary will be beneficial to these children and support the children in all other curriculum areas.

Once assessed, interventions follow the same structure as previously highlighted. The most common graphemes from the curriculum are targeted first so learning is most effective allowing pupils to read and spell more words. High frequency words are also focused on as this improves their access to the wider curriculum.

4. DECODABLE READING BOOKS

The progression of the Monster Phonics books is matched to that of the teaching programme. This means that the books introduce new grapheme phoneme correspondences (GPCs) in the same order as the teaching programme, and that the progression within the books is cumulative so children can practise the phonics that they have already learned earlier in their lessons. Each high-frequency word (decodable and common exception word) is also taught in the programme before the children read it in a book. Each book focuses on a key grapheme. Monster Phonics uses colour to help children learn the link between sound and spelling. This significantly improves progress, supporting memory and confidence.

Reception Books – Stages 1, 2, 3, 3.1 and 3.2

There are 60 books in the Reception stages.

Reception books support the teaching of initial sounds and consonant digraphs to help the fundamental stages of reading. The familiar characters and fun stories engage children in reading. Each Reception book has an optional section for an adult to read at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to help bring the story to life.

Stages 1, 2 and 3 focus on blending the letters and the consonant digraphs.

Stage 3.1 practises digraphs and trigraphs.

Stage 3.2 practises reading CVC+ words.

Reception Books - Stage 1-3

	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9	BOOK 10
STAGE 1	satp	i	n	m	d	g	o	c	k/ck	e
STAGE 2	u	r	h	b	f/ff	l/ll	s/ss	j	v	w
STAGE 3	x	y	z/zz	qu	ch	sh	th	ng	ure	Monster Story CVC+
STAGE 3.1	oo	ar	oo	ow	ee	ur	ai	or	oa	er
	igh	air	oi	ear	ure					
STAGE 3.2	CVCC	CVCC	CCVC	CCVC	CCVC + previous graphemes	CCVC + previous graphemes	CCVCC	CCVCC + polysyllabic words	CCVCC + polysyllabic words	CCVCC + polysyllabic words
	CCVCC + polysyllabic words	CCVCC + digraphs	CCVCC + polysyllabic	CCVCC + polysyllabic	CCVCC + polysyllabic					

Year 1 Books – Stages 4, 5, 6, 7 and 8

There are 50 books in the Year 1 stages.

Stories are matched to the Year 1 graphemes in the KS1 curriculum.

Stages 4, 5, 6, 7 and 8 focus on digraphs (including split digraphs) and trigraphs.

Using colours to help children learn the link between sounds and spellings, Monster Phonics significantly improves progress. The phonics focus words and high-frequency word practice boxes at the start of each book, along with the questions at the end of each story, help aid children's development and comprehension skills.

Year 1 Books - Stage 4- 8

STAGE 4	Monster Story CVC+	ff zz ss ll ck	nk	ch	v	ai	oi	ay	oy	a-e
STAGE 5	e-e	i-e	o-e	u-e (oo)	u-e (U)	ar	ee	ea (ee)	ea (e)	er
STAGE 6	ir	ur	oa	oo (tricky)	oo (oo)	oe	ou	ow (o)	ow (ow)	ue (oo)
STAGE 7	ue (U)	ew	ew	ie (I)	ie (E)	igh	or	ore	aw	au
STAGE 8	air	ear (long e-r)	ear (air)	are	y	ph	wh	e (CEW)	o (CEW)	Monster Story recap

Year 2 Books – Stages 9 and 10

There are 20 books in the Year 2 stages.

Stories are matched to the Year 2 graphemes in the KS1 curriculum. Stages 9 and 10 focus on digraphs and trigraphs.

The phonics focus words and high-frequency word practice boxes at the start of each book, along with the questions at the end of each story, help aid children's development and comprehension skills.

Year 2 Books - Stage 9- 10

STAGE 9	dge	g	c	kn	gn	wr	le	il	el	al
STAGE 10	y	al (or)	o (U)	ey	w-a (a)	w-or (er)	w-ar (or)	s (zsh)	ti (sh)	i (CEW)

5. PARENTAL INVOLVEMENT

Staff encourage parents to be involved and supportive of their child's progress in reading by:

- listening to their child read on a daily basis and signing the Home/School Diary;
- attending the annual 'New Class Induction' meeting;
- attending termly Parent's Evenings;
- attending workshops for parents focusing on phonics and how best to support their child at home, AS well as Phonics Screening workshops
- supporting Reading events such as the 'Stay and Read' on World Book Day;
- ensuring that their child brings their school book bag, reading books and Home/School Diary into school each day;
- ensuring that the school's books are treated respectfully when at home and replacements are paid for in the event of loss or damage;
- Support with the completion of weekly phonics homework;

6. GOVERNING BODY

Governors are invited to attend relevant school INSET and visit the school each academic year to talk to the subject coordinator. When possible, the reading governor observes the teaching of phonics, looks at samples of children's work and listens to children read. The phonics and reading coordinator, reports back to the curriculum committee on a regular basis.

7. IMPACT

ASSESSMENT

Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a 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, common exception words and high frequency words to be learnt and then assessed.

Daily formative assessments for all year groups

The first and most frequently used assessment will be take place daily by the adult delivering the phonics session. It is suggested that 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 at some point before the next discrete phonics session.

Summative assessments

In addition to daily formative assessments, there is a series of timetabled assessments. These are clearly laid out in an assessment section on the website, and are also available in the appendices.

Within the online assessment area, there is an overview for each year group; Reception, Year 1 and Year 2. Every scheduled assessment will have a combination of the graphemes, decodable words, CEWs and HFWs that have been taught.

Through implementing the above:

- Pupils will be confident in their phonetic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils will pass the Phonics Screening Test by the end of Year 1
- Pupils who did not achieve the expected standard in Year 1 pass the Phonics Screening Test by the end of Year 2
- Pupils who require intervention at KS2 will access engaging lesson content that ensures rapid progress and achievement
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.