

# Our Approach to Phonics



## **1. Intent**

At Grangetown Primary School, Phonics is a key skill that supports the development of early reading and writing. We combine high quality phonic teaching with exposure to a range of appropriate 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.

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

- Recognise, say and write all 40+ GPCs within each year group phase
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Recognise on sight those words which cannot be sounded out
- 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

## **2. Implementation**

At Grangetown, each class in Reception and KS1 will teach phonics as a discrete lesson every day for 30 minutes and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis. Phonics teaching will start as soon as the child enters reception however; children in Nursery will be exposed to early phonics during group times and play activities.

Children will remain as a class where possible with some children accessing phase appropriate groups so that their individual needs can be met. Each member of staff that leads a group is trained in delivering high quality phonics sessions.

### **2(i) Teaching and Learning**

Our children are provided with a wide variety of opportunities to develop and extend their phonic knowledge across Nursery, Reception and Key Stage 1. Where necessary, it will also be continued into Key Stage 2 to support those children who do not have the appropriate level of phonic knowledge and reading skills.

The sessions follow the cycle of review previous learning, teach new concept with a hook and practise this in an engaging activity.

These learning opportunities ensure that children develop their grapheme-phoneme correspondence. Teaching is supported by using colour and monster sound cues to make the grapheme-phoneme correspondence explicit and easier to learn. Directly linking each grapheme and sounds within words supports the children in both reading and spelling. Once a grapheme has been taught, the colour is removed. This accelerates the learning of phonics, high-frequency words, including common exception words

**2(ii) At Grangetown, the teaching of Phonics is:**

- Systematic
- Discrete
- Interactive
- Practical
- Engaging
- Multi-sensory
- Targeted
- Consistent

**2(iii) Age related expectations by the end of each Year**

By the end of EYFS children should:

- Give the sound when shown any Reception taught grapheme
- Find any Reception grapheme when given the sound;
- Read a high proportion of words containing Reception graphemes using segmenting and blending.
- Be able to blend and segment CCVC, CVCC, CCVCC, CVC+
- Be able to blend and read words containing adjacent consonants;
- Be able to segment and spell words containing adjacent consonants;
- Be able to read on sight most of the Reception CEW and HF words
- Be able to spell most of the Reception CEW and HF words
- Read with 90% accuracy stage 3 Monster Phonics reading books

By the end of Year 1 children should:

- Give the sound when shown any Reception and Year 1 grapheme
- For any given taught sound, write the common graphemes
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read and spell phonetically decodable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 and next 200 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Read and spell most common exception words for year 1
- Read and spell words containing Year 1 suffixes and prefix
- Form each letter correctly.
- Read with 90% accuracy stage 8 Monster Phonics reading books

By the end of Year 2 children should:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes

- Read and spell most common exception words for year 2
- Read words accurately and fluently without overt sounding and blending
- Sound out most unfamiliar words accurately, without hesitation
- Segment spoken words into phonemes and represent these by graphemes
- Read with 90% accuracy stage 10 Monster Phonics reading books
- Read and spell contractions, words with a possessive apostrophe and homophones
- Spell words containing common suffixes, applying the correct rule where necessary

## **2(iv) Planning**

Monster phonics provides weekly planning for Reception to Year 2. These plans ensure there is progression and effective, high quality learning opportunities. There is also specific targeted planning for those children who need intervention or extra practise.

## **2(v) Assessment of phonics**

Assessment is an integral part of teaching and learning and is a continuous process. During daily phonics sessions assessment for learning takes place and is done through activities, questioning and observing the children's work. This is then recorded on the daily feedback sheets and taken into account, should any changes need to be made to the following day's lesson. At Grangetown we believe that immediate interventions are the best way to support those children who have found something difficult. These daily assessments help to plan any immediate interventions needed.

To assess the children's learning we use the Monster Phonic assessment sheets which are updated after each round of assessments. These assessments will include reading and spelling of High frequency words, common exception words and decodable words containing taught graphemes.

With our younger children summative assessments are carried out on a 1.1 basis with a class teacher or teaching assistant. In Y1 and Y2 dictations are carried out in groups.

## **2(vi) Intervention**

Children who need extra support beyond that of extra practice or who have a number of gaps in their phonic knowledge are identified and targeted for intervention. We first and foremost use the Monster Phonics interventions which allow staff to select the aspect the child is finding difficult. These interventions last 5-10 minutes and are carried out at least twice per week.

Any interventions that take place will be 1.1 or in very small groups to ensure that the children's needs are met quickly and gaps in learning do not widen.

## **2(vii) Home school links**

We actively encourage links between home and school and we expect children to read at least 3 times per week. Children take home a reading book which is matched to their phonics ability. These books are from the Monster Phonics reading scheme. We also send home a sharing text which the children choose themselves. These texts are at the correct year group lever however these can be shared and read by an adult. This is to expose the children to different text types and allows the child to take control over what they are reading. We communicate with parents face to face and using our home school diaries.

### **3. Impact**

Through implementing all of the above at Grangetown, our pupils will:

- Enjoy and be confident in their phonics learning.
  - Be able to blend and segment words confidently, reading an increasing number of words on sight.
  - Read and spell common exception words.
  - Apply phonic knowledge into their writing to support spelling.
  - Be able to transfer these skills to support their reading and writing in other areas of the curriculum and into their adult life.
  - Successfully pass the Phonics Screening Check.
  - Develop a life long love of reading through fun but challenging phonic activities.
  - Be well supported by parents/carers, because parents/carers will have the knowledge & confidence to support their child's learning at home.
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N.Roberts - Joint English Coordinator  
March 2022