

## Lemington Riverside Primary School

### Phonics Policy

#### September 2021 (To be reviewed September 2022)

At Lemington Riverside Primary School, we firmly believe that reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential. As a school, we are familiarising ourselves with our new scheme, Monster Phonics. The programme works by using a colour coded system to make the learning and teaching of phonic sounds easier and more engaging. Sessions are expected to occur each day in EYFS and KS1, as the continuity and the pace of the programme is key to accelerating the progress of children's reading development. In KS2, those children who are still accessing phonics will receive 5 x sessions of phonics each week, in small groups.

#### Monster Phonics

Monster Phonics is based on linguistic research. The foundations of Monster Phonics are:

1. There are linguistic characteristics specific to the English language that making learning to read and spell more difficult – these are long vowels, silent letters and 'tricky' letters. This is largely the result of historical changes to our language.
2. Showing children the sound of each grapheme through very simple colour-coding makes learning to read and spell easier.
3. Engagement is key to learning – a phonics programme that is successful for all children must achieve a high level of interest and engagement. Multisensory teaching improves engagement.

#### Aims and Objectives

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

#### Teaching Overview

Reception Teaching Overview

	Term 1	Term 2	Term 3
Week 1	s a t p	CVCC CCVC Consolidation	oo
Week 2	n i		ar
Week 3	m g		oo (u)
Week 4	b p	CVCC CCVC CCVCC HFW Consolidation	ow
Week 5	c k l qu		ee
Week 6	o e u		ur
Week 7	v d r	CVCC CCVC CCVCC Review Compound Words	ai
Week 8	f h z w y		or
Week 9	ch sh j x		oa
Week 10	th (v) th ng	CVCC CCVC CCVCC Review Compound Words	er
Week 11	CCVC CVCC		igh
Week 12	CCVCC CVVCC CCVVC		air

## Year 1 Teaching Overview

	Term 1			Term 2			Term 3			
Week 1	ff ss zz	ll ck	nk	ue	ue	ew	Phonics Screen			
Week 2	tch	ve	ai	ew	i before y i e	Assess	Review ee	Review ea	Review ea	Review er
Week 3	oi	ay	oy	ie	ie	igh	Review ir	Review ur	Review oa	Review oo (u)
Week 4	suffixes s/es	assess	a-e	or	ore	aw	Review oo	Review oe	Review ou	Review ow
Week 5	e-e	i-e	o-e	au	air	Prefix un	Review ow	Review ue	Review ue	Review ew
Week 6	u-e	u-e	ar	Assess	ear (long E)	ear (air)	Review ew	Review ie	Review ie	Review igh
Week 7	ee	suffix ing/ed	suffix ing/ed	are	y	ph	Review or	Review ore	Review aw	Review au
Week 8	Assess	ea	ea	wh	e	o	Review air	Review ear (long E)	Review ear (air)	Review are
Week 9	er	ir	ur	Assess	Review ff ll ss zz ck	Review nk	Review tch	Review y	Review ph	Review wh
Week 10	oa	oo (u)	oo	Review ve	Review ai	Review oi	Review ay	Review o	2 Syllable Words	Compound Words
Week 11	Suffix er /est	Assess	oe	Review oy	Review a-e	Review e-e	Review i-e	Numbers	Contractions	
Week 12	ou	ow	ow	Review o-e	Review u-e	Review u-e	Review ar	Days	Colours	Months

## Year 2 Teaching Overview

	Term 1			Term 2		Term 3	
Week 1	dge	g		Consonant suffixes	Contractions	Review o (u) adding suffix	
Week 2	c	kn		Possessive apostrophe	Assess	Review ey adding suffix	
Week 3	gn	wr		Review dge adding suffix		Review w – a (o) adding suffix	
Week 4	le	el	il	Review g adding suffix		Review w -or (er) adding suffix	
Week 5	al	Homophones		Review c adding suffix		Review w -ar (or) adding suffix	
Week 6	Vowel suffix drop e	Vowel suffix double letter		Review kn adding suffix		Review z (zsh) adding suffix	
Week 7	Vowel suffix y to an i	Assess		Review gn adding suffix		Review ti adding suffix	
Week 8	y	al (or)		Review wr adding suffix		Review i adding suffix	
Week 9	o (u)	ey		Review le adding suffix		Homophones	Vowel Suffix drop e
Week 10	After w – a(o)	After w – or (er)		Review el il al adding suffix		Vowel Suffix double letter	Vowel suffix y to an i
Week 11	After w – ar (or)	s (zsh)		Review y adding suffix		Consonant Suffix	Contractions
Week 12	ti	i		Review al (or) adding suffix		Possessive Apostrophe	CEWs

## Planning

Pupils work within ability groups. Class teachers use Phonics Tracker to record and assess progress. Children are re-tested during the year and the groups are reorganised accordingly.

The planning structure staff follow is:

- Revisit
- Introduce new sound
- Flashcards with new sound (move onto nonsense words)
- Practise writing the 3 or 4 words with new sound

DANDELION READERS PHONICS BOOKS (Over the course of a week)

- Look at HFW in book
- Read story intro
- Children read in pairs
- Teacher to read the story and pupils follow
- Children complete second read
- Teacher 'jump-in'
- Children final read

## Phonics across the school

### Foundation Stage

Monster Phonics begins in nursery and is fully implemented in Reception. Sessions take place daily. Assessments carried out by class teacher using Phonics Tracker.

### Key Stage One

Phonics groups will be set following assessments carried out by the class teachers. The sessions will occur daily for 30 minutes, including a spelling element..

### Key Stage Two

Phonics groups will take the form of an intervention basic skills session 9-9:30. These sessions are for those children with the greatest need in KS2.

### SEN/Able Pupils

SEN pupils are fully involved in phonics lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the class teacher if required. SEN pupils also receive extra 1:1 reading with their class teacher each week.

### Supporting children who may experience challenges

Not all children will progress naturally with their phonic development and may experience challenges. Difficulties may be linked to Speech & Language, sight or hearing impairments or other Special Educational Needs. Where specialist advice is given, Lemington Riverside Primary School ensure that the individualised targets are evident on individual support plans. Additional interventions are given to children who are struggling with aspects of their phonic development where alternative methods are visited.

### Differentiation

Lemington Riverside Primary School strive to ensure all children reach their full potential across all areas of the curriculum. Varied opportunities are given to access phonics. We recognise children of all abilities, including those who have challenges and those who are exceeding age related expectations. Planning will ensure that the level of challenge is appropriate to the individual child and will allow children to gain a progressively deeper understanding of the English language so that children are equipped with the key skills needed to become a fluent reader. Learning experiences will be provided for auditory, visual and kinaesthetic learners.

### Resources

Resources are taken from Monster Phonics and include posters, flashcards and interactive resources.

### Decodable Phonics Books

All pupils accessing phonics have fully decodable books as their home reading book. Those pupils who are also working on their comprehension and fluency may also have an additional banded book, but this will always be alongside a decodable book until pupils have completed phonics. Decodable books used within every phonics lesson.

### Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of their children. Group leaders are requested to identify pupils who are in need of extra reinforcement of a particular element that has been covered. Formal assessment is carried out regularly using Phonics Tracker to ensure pupils are grouped accordingly.

### Phonics Screening Check

All children in Year 1 will take part in a statutory phonics screening check. This is a test to confirm whether pupils have made the expected progress in phonics by the end of Year 1. The children will sit with a familiar teacher and will be asked to read 40 words aloud. 20 words will be real words and 20 words are alien (not real).



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After the check, parents and carers will be informed of their child's result. Children who have not met the standard in Year 1 will be required to take the test again in Year 2.

All children are individuals and develop at different rates. The screening check ensures that teachers and practitioners understand the needs of the children and can plan to diminish any differences.

All staff administering the phonics screening check will have received training from the local authority.

### Monitoring and Review

It is the responsibility of the English Lead to develop and maintain outstanding phonic teaching practice in school and to provide various levels of support for individual staff. They will monitor the impact of this policy, the scheme used and evaluate how it works and provide points for future action. Monitoring may be achieved through:

- Providing CPD in school for all. This may take the form of a whole staff meeting for updates or more specific phase meetings to target individual needs.
- Pupil voice – speaking to children to gather their views and opinions on their phonic teaching and feeding these responses back to Class Teachers.
- Professional discussions with staff about the teaching and learning of their class and groups in phonics.
- Lesson observations or learning walks termly to monitor good practice.
- Book or work scrutiny – to see the application of phonic targets across the curriculum.

### Inclusion and equality

Lemington Riverside Primary School ensure all children are given opportunities to succeed and develop, both academically and personally. All children will feel part of the school community rooted in mutual respect. All children are entitled to a broad and balanced curriculum.