PHONICS POLICY

Nevill Road Infant School

October 2023

Nevill Road Infant School

Phonics Policy

OVERVIEW

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. At Nevill Road Infant School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to support the development of children to become fluent readers and writers. Through phonics, children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of very high priority. We value phonics as a creative and enjoyable part of our broad and balanced school curriculum. We believe that it should be fully inclusive to every child, offering opportunities for challenge and progression. Our aim is to motivate the children to embrace the learning of phonics to support their own personal interests. The children will be provided with many opportunities to secure their phonics skills which will enable them to become confident readers and writers.

OBJECTIVES

At Nevill Road Infant School, we aim to do M-O-R-E:

1. MOTIVATE by exposing our children to a wide range of phonics activities, building in them an enthusiasm to read and write.
2. OPEN MINDS by teaching within the context of our vibrant, bold topics throughout the school, our children will be immersed in a progressive and stimulating phonics curriculum. This will be centred on the knowledge and skills embedded within the National Curriculum and the Early Years Foundation Stage Curriculum.
3. REACH further by introducing our children to a wealth of phonics based opportunities, children will have lots of opportunities to develop and refine their skills.
4. EQUIP our children with the knowledge, skills, and resources to allow them to challenge themselves to read confidently.
5. To foster an understanding of the Nevill Road Infant School values: Nurture, Enjoyment, Voice, Inclusion, Love of Learning, Resilience, Discovery.

CURRICULUM

Systematic synthetic phonics (SSP) teaches children to use the relationships between letters that they can see and sounds that they can hear to decode words and read them accurately and fluently. At Nevill Road Infant School, we use the Monster Phonics scheme, which is a DFE listed systematic synthetic phonics programme, for the teaching and learning of phonics for all children within the school. The Monster Phonics resources are mapped against the Letters and Sounds phases 1-6 and the KS1 Spelling Curriculum.

The colour-coded grapheme system is unique to Monster Phonics, and each coloured grapheme is paired with a monster character that makes the same sound to give audio-visual prompts that help children 'see' each sound within a word and pronounce it correctly. In KS1, the monsters are used as prompts to help children remember how to read and pronounce graphemes, and in Early Years, the colours of the monsters are used as a prompt so that children's full focus remains on the learning of graphemes, for example, in EYFS black cat graphemes are referred to as black graphemes, cool blue digraphs are referred to as blue digraphs.

As children move out of Monster Phonics Foundation (Phase 1), they continue to build on their listening skills and are introduced to Monster Phonics Reception (Phase 2) which marks the start of systematic phonics work.

Discrete, daily phonics sessions are taught where children revise previous learning, are taught new graphemes/phonemes, practise together, and apply what they have learnt. Through the phonics training, children are taught the 44 phonemes that make up all the sounds which are required for reading and spelling. These phonemes include those made by just one letter, for example, 'c' as in 'cat' and but also those that are made by two or more: 'ng' as in 'strong' and 'igh' as in 'light'.

Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound, for example, 'ai' as in 'rain', 'ay' as in 'day' and 'a-e' as in 'make'.

TRACKING AND ASSESSMENT

All pupils are assessed at half termly intervals as they progress through the systematic synthetic phonics phases using the assessment formats found in the appendices. During our daily, discrete phonics lessons, there are opportunities for teachers to regularly evaluate children's understanding through the use of various assessment for learning techniques.

Outside of the discrete phonics lessons, there are also a variety of opportunities for teachers to observe the application of phonics skills through reading and comprehension activities, and other cross curricular opportunities.

These formative and summative assessments feed directly into the termly tracking, and regular monitoring of the assessment outcomes allows us to ensure that all children are making at least expected progress. Where children identify as not making at least expected progress, early interventions are actioned.

PHONICS SCREENING CHECK

In Year 1 children will take a Phonics Screening Check during the summer term. This is a phonics-based assessment where children will read 40 simple, decodable words including some 'nonsense' words. This is a statutory progress check which identifies those children who not at the expected level in their reading. The results are reported to the local authority and shared with parents. Children who do not pass the Phonics Screening Check in Year 1 will have the opportunity to re-take it in Year 2.

MONSTER PHONICS EBOOKS

Alongside the reading for pleasure books, and the phonetically decodable books that children take home to read every week, Teachers also post a weekly Monster Phonics eBook onto Tapestry. To access this book, you must firstly set up an account with Monster Phonics by following this link:

https://monsterphonics.com/register/ebooks-whole-scheme/?ca=7d668f7a6cb736040405e68031aeb9e8

Please note that only the School's address should be entered when prompted, not your personal home address.

The eBooks are carefully linked to children's phonics learning, and only cover previously learned phonemes (sounds). Reading this eBook regularly at home is an important part of children's learning, and supports them with practicing their decoding skills in order to become successful readers.

Appendices

Appendix 1 – Nursery Foundation Assessments

Foundations in Phonics Assessment
Aspect 1 : Environmental Sounds   Name: _____

I can...

- listen to and identify indoor sounds
- listen to and identify outdoor sounds
- use my voice to sing at different volumes
- make noises on different surfaces using my hands or drumsticks
- identify some sounds I like and don't like

I love to listen to the sounds all around me in Monster Phonics Land.

© Monster Phonics   Monster Phonics   monsterphonics.com

Foundations in Phonics Assessment
Aspect 2 : Environmental Sounds   Name: _____

I can...

- copy loud and quiet sounds with an instrument
- play an instrument to describe a sound or action
- identify and name an instrument being played
- play instruments on my own or in a group
- copy a simple rhythm or beat
- stop and start playing an instrument at a signal

I love to play the drums and other instruments in the Monster Phonics Band.

© Monster Phonics   Monster Phonics   monsterphonics.com

Foundations in Phonics Assessment
Aspect 3 : Body Percussion   Name: _____

I can...

- make different types of sounds
- move my body to music and sounds
- perform actions and sounds at different speeds
- copy a body sound such as a clap
- identify a body sound
- suggest times when to be quiet or loud
- join in with action songs.

I love to stomp my feet and clap my hands to make lots of noise.

© Monster Phonics   Monster Phonics   monsterphonics.com

Foundations in Phonics Assessment
Aspect 4 : Rhythm and Rhyme   Name: _____

I can...

- join in with repetitive story and rhymes
- recognise words that rhyme
- recognise syllables in words
- join in with actions to rhymes
- continue a rhyming string
- move in time to a beat (fast/slow)

I love to make cool rhythms and rhymes when I am a DJ

© Monster Phonics   Monster Phonics   monsterphonics.com

Foundations in Phonics Assessment
Aspect 5 : Alliteration   Name: _____

I can...

- suggest an object with a given letter sound
- suggest a name with a given letter sound
- copy exaggerated sounds such as sssssssss
- match two objects that have the same initial sound
- make the correct mouth movements for simple sounds
- join in with alliterative stories or rhymes such as tongue twisters

I love to make up clever clues for my monster friends that all begin with the same letter sound

© Monster Phonics   Monster Phonics   monsterphonics.com

Foundations in Phonics Assessment
Aspect 6 : Voice Sounds   Name: _____

I can...

- make voice sounds such as weeee and splish splash
- use my voice to add sound effects to stories and rhymes
- experiment with voice sounds such as shouting, whispering and squeaking
- explore mouth movements such as blowing, sucking and wiggling my tongue
- copy sound talk such as c-a-t
- imitate animal sounds
- describe a sound e.g. high, low, short, quiet

I love to sing and dance and make different sounds with my voice.

© Monster Phonics   Monster Phonics   monsterphonics.com

Foundations in Phonics Assessment
Aspect 7 : Oral Blending and Segmenting   Name: _____

I can...

- understand and identify words/items by blending e.g. t-a-p tap!
- understand sound talk to say a word
- copy and speak in sound talk e.g. tan t-a-n
- count or clap out the phonemes in cvc words

I love to help my monster friends practice their letter sounds

© Monster Phonics   Monster Phonics   monsterphonics.com

Reception Progression Map

	Term 1	Term 2	Term 3
Week 1	s a t p	oo (u)	CCVC CVCC
Week 2	i n	ow	CVC + Phase 3 Graphemes
Week 3	m d g	ee	CVC+ Blending Segmenting
Week 4	o c k ck	ur	
Week 5	e u r	ai	CVC+ Blending Segmenting
Week 6	h b	or	
Week 7	f ff l ll ss	oa	CVC+ Compound Words Blending Segmenting
Week 8	j v w x	er	
Week 9	y z zz qu	igh	CVC + Compound Words Blending Segmenting
Week 10	ch sh th (v) th ng	air	
Week 11	long oo	oi	CVC+ Phase 3 Graphemes Blending Segmenting
Week 12	ar	ear ure	

Monster Phonics
monsterphonics.com

Year 1 Progression Map

Week	Term 1	Term 2	Term 3
Week 1	ff ss zz · ll ck · nk	ue · ew	Phonics Screen
Week 2	tch · ve · ai	ew · i before y i e · Assess	Review ee · Review ir · Review ea · Review ea · Review er
Week 3	oi · ay · oy	ie · ie	Review ir · Review ur · Review oo · Review oa · Review oo (u)
Week 4	suffixes s/es · assess · a-e	or · ore	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 · 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 · Review e
Week 10	oa · oo (u) · oo	Review ve · Review ai · Review oi · Review ay	Review o · Numbers · 2 Syllable Words · Contractions · Compound Words
Week 11	Suffix er/est · Assess · oe	Review oy · Review a-e · Review e-e · Review i-e	Days · Colours
Week 12	ou · ow · ow	Review o-e · Review u-e · Review u-e · Review ar	Months

Year 2 Progression Map

Week	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	ii	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

Appendix 5 – Phase 2 Phoneme Assessment

Phase 2 Phonics Assessment – Class Overview

Name	s	a	t	p	i	n	m	d	g	o	c	k	ck	e	u	r	h	b	f	ff	l	ll	s	ss

Appendix 6 - Phase 2 Tricky Words Assessment

Phase 2 Tricky Words Assessment – Class Overview

Name	I	no	go	to	the	into

Appendix 7 – Phase 2 High Frequency Words Assessment

Phase 2 High Frequency Words Assessment – Class Overview

Name	a	dad	mum	big	it	at	on	up	back	if	but	of	and	his	him	had	in	got	an	as	can	off	not	get	is

Phase 3 Phonics Assessment – Class Overview

Name	j	v	w	x	y	z	qu	sh	ch	th	ng	ai	ee	igh	oa	oo	oo (u)	ar	or	ur	ow	oi	ear	air	ure	er

Appendix 9 – Phase 3 Tricky Words Assessment

Phase 3 Tricky Words Assessment – Class Overview

Name	he	she	we	me	be	you	are	her	was	all	they	my

Phase 3 High Frequency Words Assessment – Class Overview

Name	will	that	then	now	this	with	for	them	down	see	too	look

Appendix 11 – Phase 4 Tricky Words Assessment

Phase 4 Tricky Words Assessment – Class Overview

Name	said	have	like	so	do	some	come	little	one	were	there	what	when	out

Appendix 12 – Phase 4 High Frequency Words Assessment

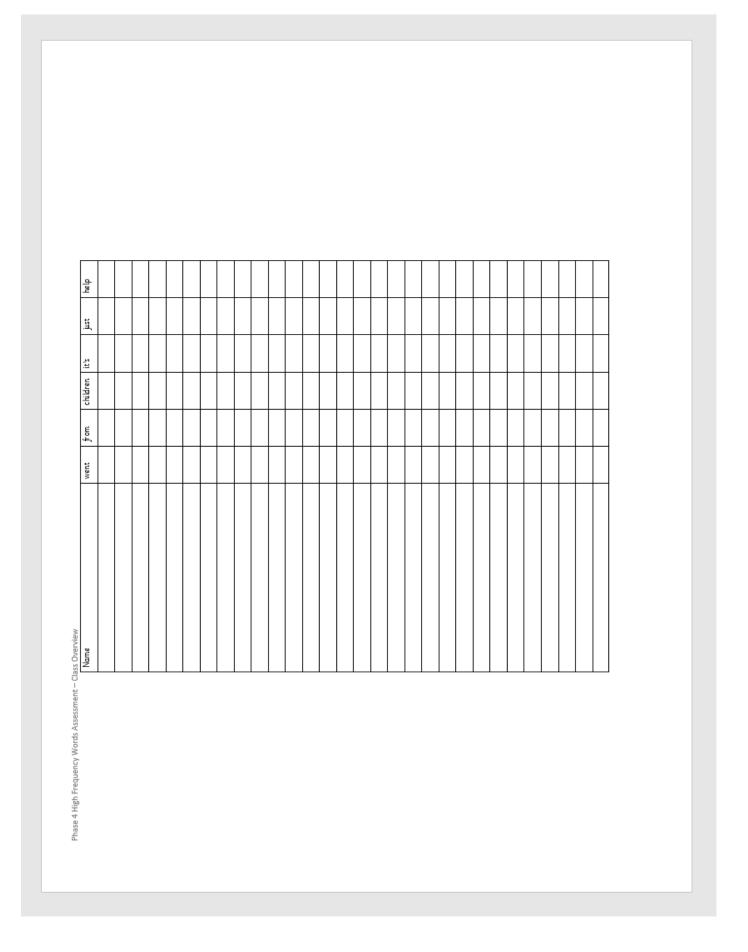| Name	went	from	children	it's	just	help

Appendix 13 – Phase 5 Phoneme Assessment

Phase 5 Phonics Assessment – Class Overview

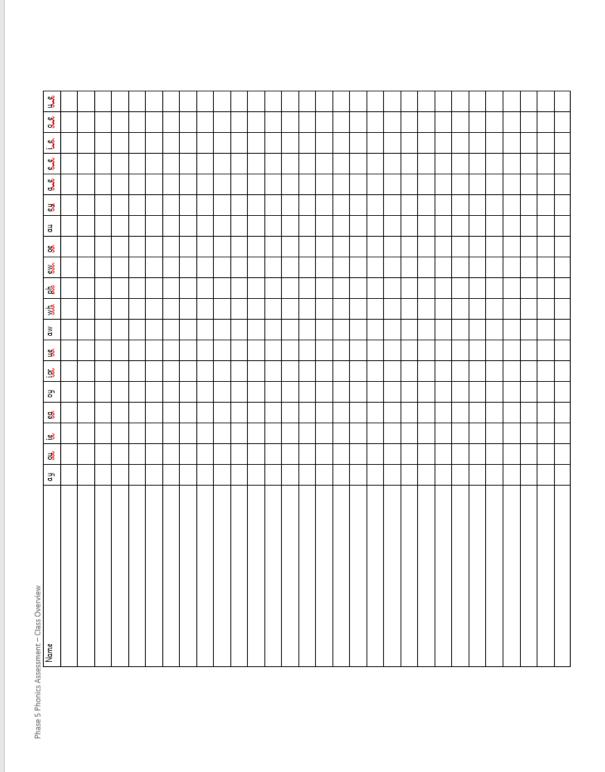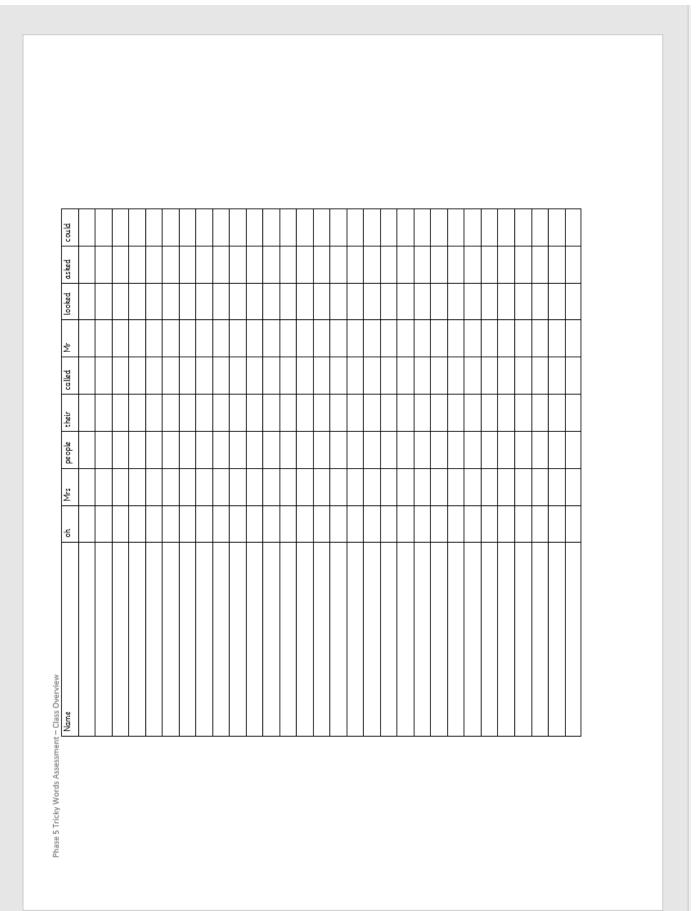| Name	ay	ou	ie	ea	oy	ir	ue	aw	wh	ph	ew	oe	au	ey	a_e	e_e	i_e	o_e	u_e

Appendix 14 – Phase 5 Tricky Words Assessment

Name	oh	Mrs	people	their	called	Mr	looked	asked	could

Appendix 15 – Phase 5 High Frequency Words Assessment

Phase 5 High Frequency Words Assessment – Class Overview

Name	made	your	came	saw	don't	very	make	put	old	by	about	house	time	day	here	I'm