



St Oswald's Catholic Primary School

## **Phonics**

Intent and Implementation

*Live, love and learn like Jesus*



## **Intent**

Phonics is a key skill needed to become a reader and writer. We aim to give children the best possible start to their journey in reading and writing by teaching them the essential phonological/phonemic skills and knowledge to decode(read) and encode (spell) words independently. When reading and writing, children will use phonics as their first strategy to read and spell unknown words, until it is embedded and automatic for them. We recognise that the development of spoken language, and the enjoyment and comprehension of quality literature, go hand in hand to develop a lifelong love of reading. We aim to nurture and develop these attributes alongside the phonics program.

Our policy sets out the means by which we ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the prime method by which children learn to read and spell independently, automatically and confidently in the first years of their schooling. It aims to reinforce our high expectations for pupil progress. We follow the Monster Phonics programme, introducing the grapheme-phoneme correspondences (GPC's) in the suggested order in phases 2 and 5, and the activities, games and teaching advice for phases 1 to 5. Reception will cover Phases 2-4, in Year One they will revise Phase 4 in September before moving on to cover Phase 5. Phase 6 will be covered in Year 2.

## **Specific Aims**

### ***Children should:***

- Have plenty of experience of listening to adults modelling oral blending especially when they are covering Phase 2 of Monster Phonics.
- Learn the skills of blending and segmenting as a first priority as they are introduced to the grapheme/phoneme correspondences for reading and spelling. This ensures that from the outset children are able to read and spell simple CVC's with the GPC's they know.
- Be reading with increasing automaticity by the age of 6.
- Apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.

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- Develop their spoken language and comprehension simultaneously as they are learning phonics in the first years of school.
- Use phonics as their first strategy to decode and encode unknown words until a degree of fluency is reached.
- For all children to become fluent readers by the end of Key Stage 1

## Implementation

- A structured and systematic synthetic phonics programme is taught every day for 25-30 minutes in Foundation Stage and Key Stage 1 using Monster Phonics.
- Children are taught grapheme-phoneme correspondence, to synthesise(blend)phonemes in order all through a word to read it, to segment words into their constituent phonemes for spelling and that blending and segmenting are reversible process.
- Children are taught common exception words and high frequency words.
- Teachers use a multi-sensory approach to engage all children. Each session is planned and delivered to include the following:

**Review** - recap graphemes previously taught

**Teach** – the new grapheme,

**Practise** – allows the children to practise their reading/writing skills. This is done with words, phrases or sentences.

**Apply** – the children have the opportunity to apply their skills independently through reading/writing a range of words/phrases/sentences in games and activities.

- Children are taught in year groups according to their phonic ability and attainment. All staff are utilised to ensure groups are small.
- Phonic sessions are fast-paced, varied and engaging.
- Phonic sessions include formative assessment.
- Children are individually assessed by the phonics lead every four weeks to ensure children are making appropriate progress.
- Interventions will be scheduled daily for 10–15 minutes for children identified through assessments.
- Foundation Stage have an initial reading meeting with parents to explain the school's phonic approach to the teaching of reading, and a phonics information pack is distributed.
- Children who are working on Phase 2-5 will have a phonically decodable reading book for home and school reading.

- Children who do not achieve the expected level in the Year One Phonics Check will complete intense phonics interventions in year 2 following Monster Phonics.
- Children who are new to the school will be assessed on their phonic knowledge and placed in the appropriate group.
- Children will use their **phoneme fingers** to segment words for spelling. Children will pinch fingers from left to right.
- Children will use their **robot arms** to segment and blend words to read.

### **Provision for Children in Key Stage 2**

The school will respond to the children in KS2 in different ways, depending on their needs. Where children continue to make good progress in phonics, they will access the phased provision in KS2. If progress is not being made, a focussed intervention will be accessed suited to the needs of the child.