



The Bawburgh Phonics Policy

This policy contains the aims and working practice for Phonics at The Bawburgh School.

Phonics Lead teacher: Mrs Dring/Mrs Maudlin

Policy agreed by staff: Jan 2023

Policy agreed by governors:

Policy to be reviewed: Jan 2024

Introduction

At The Bawburgh School, we believe that early, effective phonics teaching and learning is essential for achieving high attainment in reading and writing. Additionally, children's confidence in phonics is integral to the curriculum and is used in all subjects. Achievement in this area benefits every area of pupils' learning and development and the school as a whole.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), key stage one and on into key stage two for children who require further support.

Aims

- To teach children aural discrimination, phonemic awareness, alliteration and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that the teaching of phonics is lively, interactive and inclusive.
- To enable children to use their phonological awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode Common Exception and High Frequency words.

Objectives

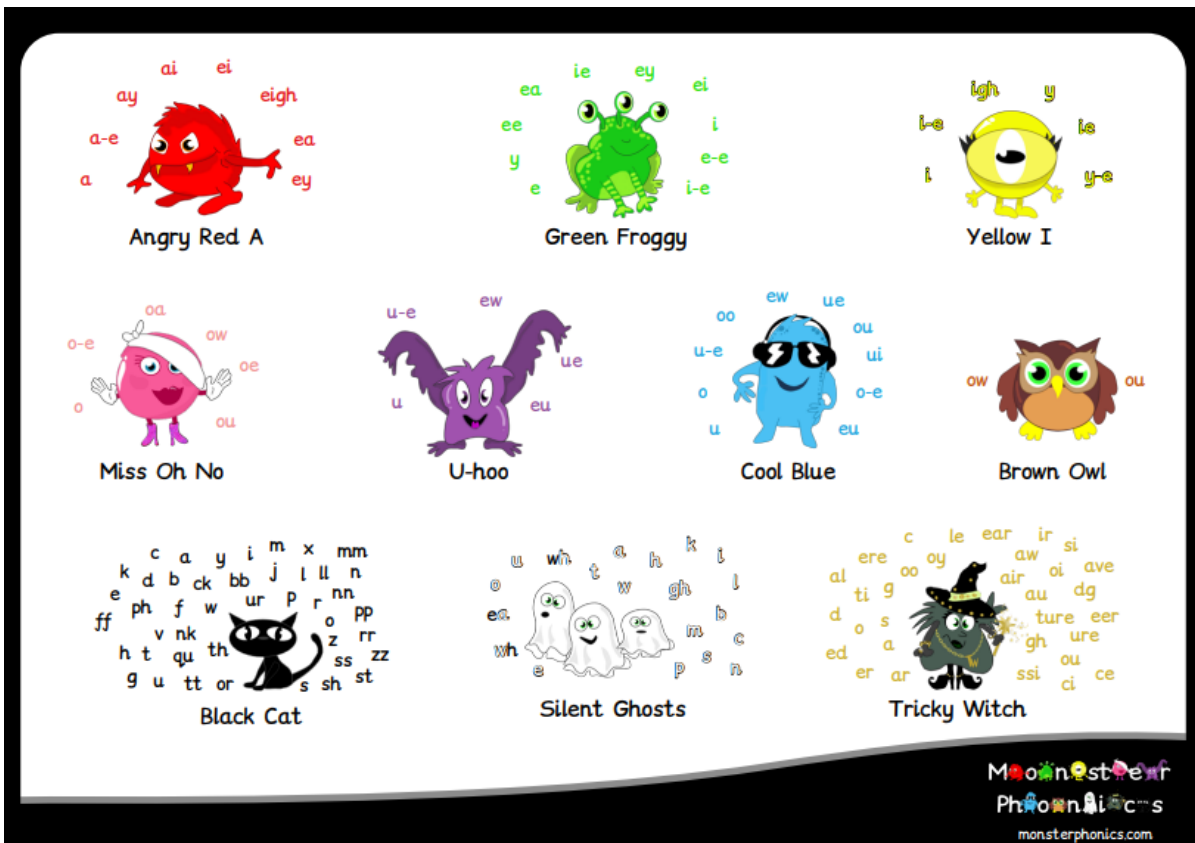
- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complexity of reading and writing.
- To ensure that teaching of synthetic phonics is systematic and progressive throughout the Foundation stage, Key Stage One and Key Stage Two for those children needing interventions to support phonemic knowledge and understanding.
- To ensure that children have a sound phonetic knowledge, understanding and skills so that they can decode words with confidence and engage with higher order reading and writing skills.

Teaching and Learning

At The Bawburgh School we use Monster Phonics as a whole-school scheme. Monster Phonics is a unique approach to teaching phonics, using colour to consistently code for key graphemes in English. Colour shows children how to pronounce the most difficult aspects of reading. It is unique in that it uses character (monster) phoneme cues and colour coding to represent the long vowel sounds, silent letters and tricky letters. With Monster Phonics, spellings are more memorable and learning to read and spell becomes exciting and fun!

The colour-coding system aims to accelerate learning to read and spell. It is the only scheme that uses colour coding for sound and audio-visual cues (monsters) to bring phonics teaching to life. Monster Phonics best supports children with **dyslexia** because it is by far the most multisensory scheme available.

Visual learners benefit from the visual memory of colour in words. EAL learners have pronunciation support for every word that they learn. Monster Phonics highlights the existence of the open syllable spelling of long vowels A, E, I, O and U, such as in be, no, apron, open, me which many young learners misspell.



Phonics lessons at The Bawburgh School use the following sequence in all lessons:

Revise and Revisit – children review phonemes they have already learnt to develop a secure knowledge of phonemes.

Teach – children are taught a new phoneme, grapheme or skill.

Practise – children are given the opportunity to practice the skill as a class.

Apply – children apply their new learning to an independent task.

Assessment

Assessment within each year groups takes place each half term in line with our school's half termly data points. Assessment in each year groups differs slightly.

In EYFS there are half termly assessment checks which assess children's grapheme/phoneme correspondence (GPC), high frequency word recognition and ability to blend and segment. During the final term of the school year, all reception pupils are assessed using the first 20 words from past Phonic Screening Papers. This is in preparation and planning for transition to Year1.

In key stage one, all year 1 children and any children resitting the phonics screening will undergo end of block assessments to monitor progress. Additionally, in December and March children will sit a practice phonics screening paper to allow the class teacher to benchmark their phonics knowledge and skills. They will then sit their phonics screening paper in June.

Information from all of our assessments feed back into teaching and learning so that gaps are identified and robustly addressed through additional intervention and targeted support within the classroom. In key stage one any children identified as requiring extra support are provided intervention in star club. Additionally, children in key stage two who have not met age related expectations in phonics will continue to be supported with Monster Phonics interventions.

Phonics Books

In the Autumn Term of Reception we introduce a phonics homework books that aims to support the children in their acquisition of phonemes (sounds) and graphemes (written representation of a sound) by developing early blending and segmenting skills. The weekly activities within the book are specific to phonics we have learnt in school. It begins with phase one activities which encourage children to think about sounds in their environment. The tasks then focus on phase 2 sounds where children can practice skills they have been taught in school.

Reading Books

At The Bawburgh School we recognise the importance of children reading regularly. Our phonetically decodable books are also fully matched to the Monster Phonics Programme. Monster Phonics books ensure that children are reading using phonics that has been taught. Each book focuses on a key grapheme and ability-appropriate high-frequency words. At the beginning of each of the books there are key words to be reviewed before reading. Depending on the stage of book these words will be a mixture of high frequency words, focus words, wow words and words containing the focus grapheme. The books also contain comprehension questions to support the development of children's comprehension skills. Children practice reading the monster phonics books during their guided reading sessions at school. The book is then sent home to share at the weekend.

In addition to our Monster Phonics books, we also regularly send home other decodable books in line with children's phonics knowledge and ability. These additional opportunities for reading enrich children's reading experiences and further develop skills in fluency.

SEN and Equity

At The Bawburgh School we are committed to providing a teaching environment conducive to learning. All children are valued, respected and encouraged to take risks in order to achieve regardless of ability, race, gender, religion, social background, culture or disability.

To ensure all children achieve their potential, teachers are flexible in adapting planning and teaching to meet the needs of all children. This includes scaffolding children's learning through adult support, providing bespoke resources linking to our Monster Phonics scheme and stretching children with challenge where appropriate.

Parent Partnership

At The Bawburgh School we strongly believe that positive partnerships between staff and parents/carers are paramount in ensuring that children achieve their full potential. With this in mind we:

- Provide parents with videos created by the class teacher demonstrating the correct pronunciation of the phonemes.
- Parent/carers are invited into school to an information meeting to discuss how we teach phonics in school and to learn how they can support their children at home.
- Year 1 Parents/carers are provided with information about the Phonic Screening Check.
- We send home phonetically decodable reading books for parents/carers to share with their child.
- In addition to regular Parents Evenings, we strongly encourage parents to meet with teachers if they have any concerns about their child's learning.