

## Galley Common Infant School Phonics Policy

### Aims

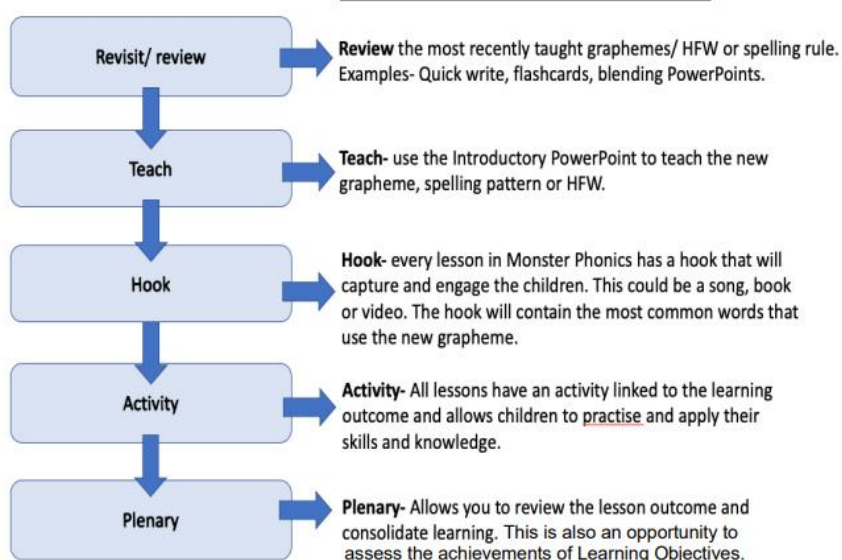
- We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write.
- In order to read and understand texts children must learn to recognise/ decode, the words on the page.
- Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure, then move onto children develop comprehension skills. These phonic skills need to be taught systematically.

### Planning

- Our phonics planning is time-limited, so that the vast majority of children should be confident readers by the end of Key Stage 1. Children learn phonic skills best in the first few years of school.
- In all year groups we use the Monster Phonics scheme which follows a planned programme, building on previous learning to secure progress
- It is taught for approximately 30 minutes each day in Reception, Year One and Year Two.
- Phonics includes the teaching of spelling and handwriting.
- It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
- It ensures children progress in developing and applying their phonic knowledge by assessing this.
- Intervention opportunities are made available daily for children who have struggled with the initial phonics lesson.

### Organisation

#### Monster Phonics Teaching Sequence



Reception: -

- Children use the Monster Phonics programme for reading and phonics. Monster Phonics resources can be accessed at school and by parents online. The school aims to introduce Phase 2 and 3 by Christmas and children will be confidently attempting to blend (synthesising) simple CVC words and will be reading VC words by sight.
- Phase 4 spelling and reading is also introduced.
- There are 5 stages in Reception. In each stage, there are 10 books. Stories in stages 1, 2, 3, 3.1 and 3.2 are matched to the phonics taught in Reception.
- The majority of the reception words to be recognised.
- Children to be reading and constructing simple sentences, making phonetically plausible attempts and spelling some words correctly.

### **Key Stage 1: -**

Children continue to use the Monster Phonics programme. Children are taught whole class.

### **Year 1: -**

There are 5 stages in Year 1. In each stage, there are 10 books. Stories in stages 4, 5, 6, 7 and 8 are matched to the phonics taught in Year 1.

### **Year 2: -**

There are 2 stages in Year 2. These are stages 8 and 9. Monster Phonics stories in stages 8 and 9 are matched to the phonics taught in Year 2.

The Monster Phonics scheme is supplemented by carefully matched online Bug Club books and physical books they can read at home.

We will continuously practice and revisit all sounds from the beginning of phase 3 onwards to ensure consolidation. The children are encouraged and given opportunities to use their phonic knowledge in their independent writing across all subjects.

### **Expectations**

At Galley Common School we have high expectations of our children and our curriculum. By the end of each year children should meet the following standards:

- At least 80% of children should be secure with phase 4 by the end of Reception
- At least 80% of children should be secure with phase 5 by the end of Year 1
- At least 80% of children should be secure with phase 6 by the end of Year 2

### **Assessment:**

Assessments are updated termly on each child's phonics tracking sheet.

Children will be tested using:

- Weekly Phase spelling tests
- Phase sentence/phrase dictation tests.
- End of term phonics check in Individual Assessment Booklets (See Appendix 1).
- **Termly tracking.**
- Observation.
- End of Year 1 Phonics Screen check

### **What we do if we feel a child is not making progress?**

Those children who are falling significantly below expectations may receive intervention support and have pre and post teach sessions with the teacher or teaching assistant.

**Reviewed March 2023.**

## Appendix 1

### Reception Progression Map and Teaching and Assessment Overview

	Term 1	Term 2	Term 3
Week 1	s a t p a, at, as	oo (u) look, now, down ow	CCVC CVCC oh, his
Week 2	i n in, it, is, I, an	<b>look, now, down</b>	CVC + Phase 3 Graphemes he, she, we, me, be
Week 3	m d g and, am, dad	ee see, going, just, have	CVC+ Blending Segmenting <b>he, she, we, me, be</b>
Week 4	o c k ck to, into, go, no, the,	ur <b>see, going, just, have</b>	
Week 5	e u r get, dog, can, got, on, not, cat	ai it's, do, so	CVC+ Blending Segmenting going, have
Week 6	h b up, mum, put, had, oh, him, his	or <b>it's, do, so</b> <b>ASSESSMENT 1</b>	
Week 7	f ff l ll ss he, she, me, we, be, of <b>ASSESSMENT 1</b>	oa come, some, were, one er	CVC+ Compound Words Blending Segmenting <b>going, have</b>
Week 8	j v w x if, off, you, my, they, for	<b>come, some, were, one</b>	
Week 9	y z zz qu will, all, went, from, help	igh like, when, little, what	CVC + Compound Words Blending Segmenting it's do, so
Week 10	ch sh th (v) th ng too, her, with, are, was	air <b>like, when, little, what</b>	
Week 11	long oo then, them, that, this, said	oi day, away, play, children	CVC+ Phase 3 Graphemes Blending Segmenting it's do, so
Week 12	ar <b>ASSESSMENT 2</b>	ear ure <b>day, away, play, children</b> <b>ASSESSMENT 2</b>	<b>ASSESSMENT 1</b>

### Year 1 Progression Map and Teaching and Assessment Overview

	Term 1			Term 2				Term 3				
Week 1	ff ss zz	ll ck	nk	ue	ue	ew	<b>PHONICS SCREEN</b>					
Week 2	tch	ve	ai	ew	i before y i e	<b>ASSESS. 1</b>	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	<b>ASSESS. 1</b>	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	<b>ASSESS. 1</b>	
Week 6	u-e	u-e	ar	<b>ASSESS. 2</b>	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	ea	ea	er	wh	e	o	Review air	Review ear (long E)	Review ear (air)	Review are		
Week 9	ir	ur	<b>ASSESS. 2</b>	<b>ASSESS. 3</b>	Review ff ll ss zz ck	Review nk	Review tch	Review y	Review ph	Review wh	Review e	<b>ASSESS. 2</b>
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	Suffix er /est	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 Progression Ma

## Year 2 Progression Map and Teaching and Assessment Overview Graphemes and Spelling rules

	Term 1		Term 2		Term 3	
Week 1	dge	g	Consonant suffixes	Contractions	Review o (u) adding suffix	
Week 2	c	kn	Possessive apostrophe	<b>ASSESSMENT 1</b>	Review ey adding suffix	
Week 3	gn	wr	Review dge adding suffix		Review w-a (o) adding suffix	
Week 4	le	el	ll	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	<b>ASSESSMENT 1</b>		Review gn adding suffix		Review ti adding suffix
Week 8	y	al (or)		Review wr adding suffix		Review i adding suffix <b>ASSESSMENT 1</b>
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	<b>ASSESSMENT 2</b>	Possessive Apostrophe      CEWs <b>ASSESSMENT 2</b>

