The Barford and Bawburgh Federation

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 2025

Policy agreed by governors:

Policy to be reviewed: Jan 2027

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Introduction

At The Barford and Bawburgh Federation, we are committed to providing all children with the essential skills needed to become confident and proficient readers and writers. Phonics plays a vital role in this journey, as it is the foundation of early literacy development. Our Phonics Policy outlines the systematic and consistent approach we use to teach phonics across our schools, ensuring that every child receives the support they need to develop strong decoding and encoding skills. Through our structured phonics program Monster Phonics, we aim to make learning to read and spell an enjoyable and rewarding experience, setting our pupils on the path to becoming lifelong learners.

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.

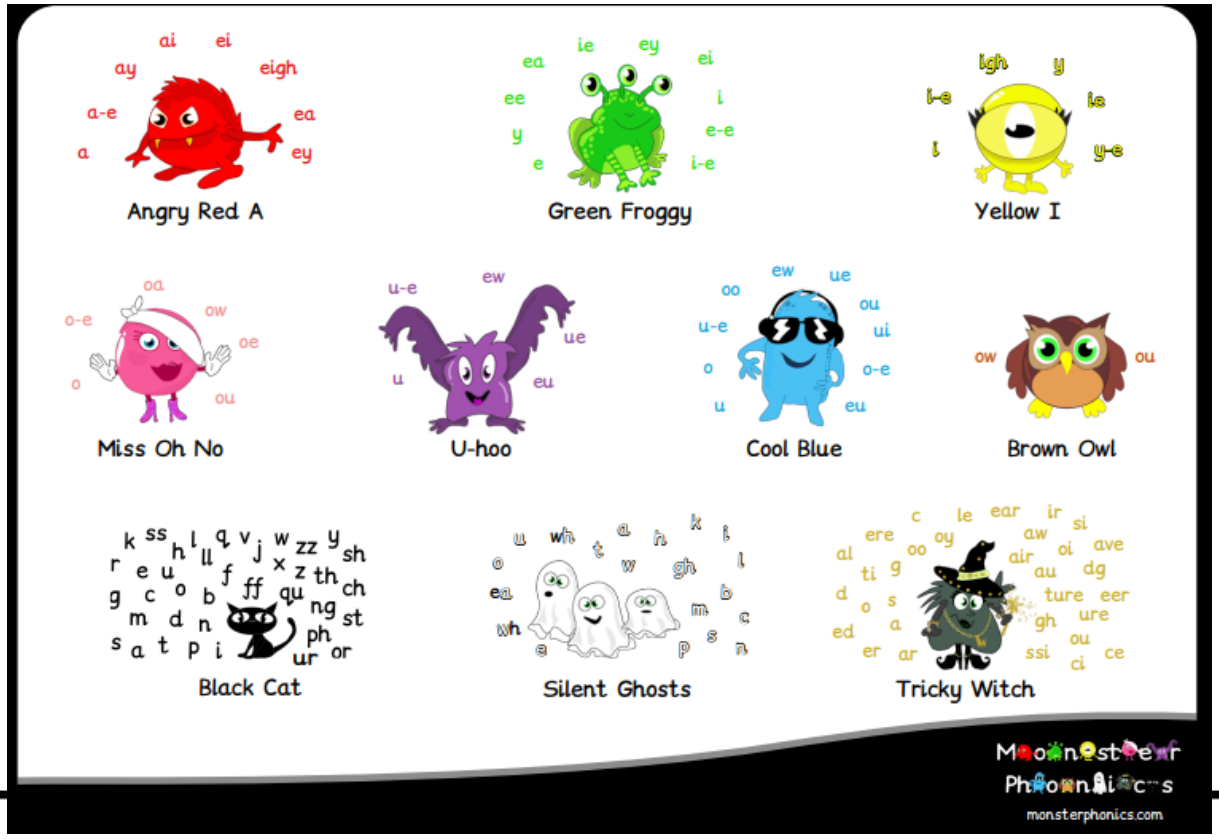
Objectives

- 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 Barford and Bawburgh Federation, we teach phonics through the DfE validated Monster Phonics 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 is especially effective at supporting children with dyslexia because it is by far the most multisensory scheme available. Additionally, 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 and me which many young learners misspell.

<u>Assessment</u>

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

EYFS- Half termly assessment checks:
Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment.

Year 1 & Year 2 Resit children- These pupils are assessed using Past phonic screening papers. Assessments are carried out by their class teacher and a selection are done by the phonics lead and SLT for quality assurance purposes.

Target children (bottom 20%) from the cohort are assessed using addition assessments from Monster Phonics.

Year 2 (not re-sits) and Key Stage 2 Target children- Pupils are assessed using formative grapheme assessments (dictations) and using the Year 2 CEW Assessment (dictations)

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.

Sound Books

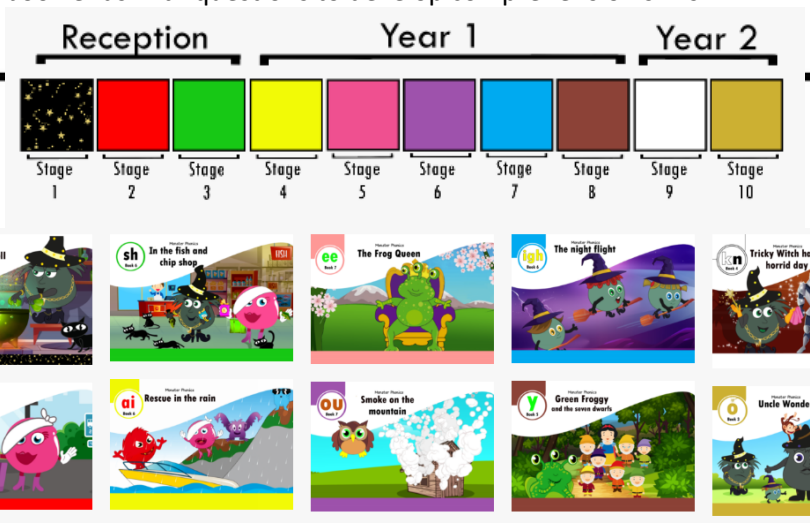
In the Autumn Term of Reception we introduce a sound book as Our Schools' tailored approach that aims to support the children in their acquisition of phoneme (sounds) and graphemes (written representation of a sound) by developing early blending and segmenting skills.

The weekly activities within the book are specific to our phonics teaching and alongside each weekly task; we support our parents/ carers by uploading a video of each activity onto ClassDojo. As a school, we developed this system to support a gap in the confidence of our parents. We aim to equip them with the skills and knowledge that they need to best support their children (ie the pronunciation of phonemes, what to do when their child gets stuck).

Reading Books

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.
Our children practise reading a Monster Phonics book in their guided reading group. At the end pf the school week, the book is sent home for sharing.

Phonic keywords and high-frequency word practice boxes at the start of each book help children to read the story with confidence. Stories include wow words and centre around the popular monster characters. Each book ends with questions to develop comprehension skills.



Intervention

If children need intervention or booster groups to reach age-related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes.

Special Educational Needs and Disability

At The Bawburgh School we use planning and teaching flexibly in order to ensure individual needs are met and children achieve their full potential.

- Differentiation through tasks to stretch and Challenge we appropriate,
- Support using adults and additional resources.

Equal Opportunities

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.

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:

- Use online videos to support the use of our weekly Sound books in Reception.
- 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 invited into school to receive information about the Phonic Screening Check as well learning how to support their children are home.
- 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.