



Phonics Policy- 2023-24

This policy contains the aims and working practice for Phonics at **Chatsworth High School and Community College**.

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Introduction

At **Chatsworth High School and Community College**, we believe that effective phonics teaching and learning is essential for achieving high attainment in reading and writing. Additionally, children's confidence with phonics is integral to the curriculum and is used in all subjects. Achievement in this area benefits every area of pupils' 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 whole school for the pupils whom it is appropriate.

Aims

- To teach students phonics and reading lessons that are appropriate for their ability
- To teach children aural discrimination, phonemic awareness, alliteration and rhyme to aid reading, writing and spelling development where appropriate
- 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 phonics is appropriate and progressive throughout the whole school. Meeting students at their level and teaching them appropriate skills in reading and phonics
- 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.

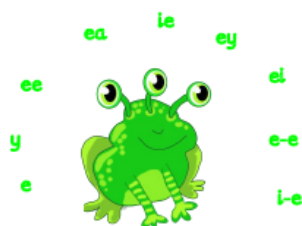
Teaching and Learning

At **Chatsworth High School and Community College** we use DFE listed, Monster Phonics as our phonics scheme. 'Monster Phonics' is a rigorous, systematic synthetic programme developed by Ingrid Connors, a primary teacher, phonics specialist and audiological scientist. All of the resources within the programme are mapped against the **Letters and Sounds phases 1 to 6** and the **KS1 Spelling Curriculum**.

Different to any other scheme, Monster Phonics uses 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!



Angry Red A



Green Froggy



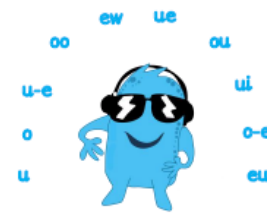
Yellow I



Miss Oh No



U-Hoo



Cool Blue



Brown Owl



Ghosts



Tricky Witch

Monster
PHONICS

The innovative 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.

National Curriculum Suggested Year Two
Common Exception Words

children
 great steak break
 every even busy many everybody
 pretty people any money
 find mind child climb
 kind behind wild
 most both cold held whole
 only old gold told clothes
 move prove improve who
 hour
 beautiful
 could should deer poor
 would Christmas floor
 sure water Mrs eye
 sugar Mr parents
Regional differences
 after past class bath
 fast father grass plant
 last pass path
 Letter a is either short a (northern) or a(ar) (southern)
 again a(e) (northern) again (southern)

Example of Yr 2 Common exception wo

Phase 1 Phonics

Teaching and learning of phonics for a majority of our students is covered using Phase 1 of Monster Phonics with the basics of Letters and Sounds under pinning the outstanding teaching.

Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis

during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is split into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed

pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

As students will be spending the majority of their time in school working on these aspects staff will use a wide ranging and multi-sensory approach to their phonics and reading. This means that staff will judge the best way to teach phonics based on their own class e.g. some classes may benefit from a defined reading lesson and some classes may benefit from the aspects detailed above being intertwined in to their day to day lessons and worked on throughout the day.

Where appropriate whole class phonics lessons at **Chatsworth High School and Community College** use the following sequence in lessons:

Revise and Revisit
Teach
Practise
Apply

Based on Research and support from our local English hub, each whole class phonic lesson starts with a complete revisit of all the sounds that the children have been taught so far.

In some classes phonics teaching will be based on working with individual students at different times of the day e.g. in TEACCH stations. Staff know the way that each of their students work best and their professional judgement is trusted to deliver the best quality phonics and reading provision to each of the students in their class.

The program philosophy detailed below is based on mainstream progression. We follow the same progression path but meet the pupils at their ability and help them to navigate monster at an appropriate pace for each learner.

Programme Philosophy

- ✓ Colour-coded to support memory and facilitate understanding
- ✓ Monster sound cues and actions to support memory and increase engagement
- ✓ Rapid teaching of graphemes, grammatical rules HFW and CEW to improve reading fluency and access to the curriculum in all areas
- ✓ Consolidate and apply in meaningful and purposeful 'real' contexts
- ✓ Formative assessment to provide opportunities to address gaps early

Programme Content

	Reception	Year 1	Year 2
Term 1	Term 1 teaches all Reception graphemes and HFWs. This covers Phases 2-4 of Letters and Sound (phase 3 digraphs are introduced in term 3). One week themes use stories to highlight graphemes and activities include art, role play, simple reading and writing tasks, phonics games and music.	Term 1 teaches NC Year 1 graphemes, all of the Year 1 CEWs and the first 100 HFWs. The addition of suffixes ed, s/es, ing, er and est (with no change to the root word) is introduced in specific spelling lessons and continues to be taught and reinforced in grapheme lessons.	Term 1 teaches all NC Year 2 graphemes, the Year 2 CEWs and majority of the spelling rules, including the rules for adding vowel suffixes - the drop e, double consonant and y to an i rule. Homophones/near homophone are also taught in term 1.
Term 2	The focus of term 2 is on blending graphemes to read and segmenting words to spell. There is weekly opportunity to revisit learnt graphemes as part of the Monster Sounds Roar speed read. Storybooks remain an essential part of this learning. Term 2 and 3 use well-known repetitive traditional stories, action songs and games to develop reading and writing in sentences. The aim is to provide real and meaningful contexts for practising blending and segmenting of CVC, CVCC, CCVC, CCVCC and 2 syllable words and HFWs.	Term 2 teaches the remainder of the NC Year 1 graphemes, the next 200 HFWs, the prefix un and the k before e, i and y rule. All NC Year graphemes are taught by week 9 when revision lessons commence. The daily activities set out in the Worksheets check for gaps in learning, further reinforce word lists, practise grammatical rules and dictation. Videos and PowerPoints from term 1 reinforce word lists and rules. All of the first 300 HFWs have been taught by the end of this term.	Term 2 completes the teaching of spelling rules with a focus on consonant suffixes, contractions and possessive apostrophes. After a formative assessment, grapheme revision lessons commence. The daily activities set out in the Worksheet check for gaps in learning, further reinforce word lists, practise grammatical rules and dictation. Videos and PowerPoints from term 1 reinforce word lists and rules. The weekly plan for each grapheme culminates in a writing task that encourages children to use their phonics and grammatical knowledge in their free writing.
Term 3	Term 3 addresses the gap between the Letters & Sounds and the KS1 Spelling Curriculum by introducing the phase 3 digraphs. These graphemes are comprehensively covered in Year 1 as part of the KS1 Spelling Curriculum. Term 3 also introduces the phase 4 HFWs and more of the 100 HFWs that are beyond the Reception HFWs.	Term 3 starts with preparation for the Year 1 Phonics Screening Check, using real and nonsense word reading activities and a mock phonics screen. The remainder of the term continues with revision of the Year 1 graphemes. Spelling rules, HFWs and CEWs are recapped in the last 3 weeks.	Term 3 completes the revision of the NC Year 2 graphemes. The focus for remaining 4 weeks is on spelling rules and CEW with opportunities to practise reinforcement activities and use these in free writing task.
Available Assessments	Formative Grapheme Assessment (short dictations) Reception Phonics Screen Reception HFW Assessment	Formative Grapheme Assessment (dictations) Phonics Screen Year 1 CEW Assessment (dictations) 100, 200 HFW Assessment	Formative Grapheme Assessment (dictations) Phonics Screen Year 2CEW Assessment (dictations) 100, 200 HFW Assessment

Assessment

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

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.

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 using the various schemes that we have available in school. At Chatsworth we use a range of reading schemes as students can often spend a long time working on an individual sound in order to make sure that they are secure with that sound. Having a wide range of appropriate reading materials ensures that students can maintain interest and enthusiasm for phonics and reading.

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Special Educational Needs and Disability

At **Chatsworth High School and Community College** we use planning and teaching flexibly in order to ensure individual needs are met and children achieve their full potential.

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 **Chatsworth High School and Community College** 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:

- 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.
- 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.