



Phonics Policy

Rationale

At Fairmeadows Primary School, we strive to ensure all children become fluent readers by the end of Key Stage One. We teach phonics, through the Monster Phonics programme, as the prime method for reading unfamiliar words. Phonics is taught as part of our broad and balanced reading curriculum, which places an emphasis on exploring the curriculum through a range of carefully chosen, high quality stories and texts. With success in the basics of decoding words, pupils will be able to move on to reading with increased fluency and speed, which will enable them to develop a love of reading for pleasure and the habit of reading for pleasure.

Aims

- To teach children aural discrimination, phonemic awareness.
- To encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember common exception words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

Quality-First Teaching of Phonics

We employ a 'quality-first' teaching model for phonics which ensures the vast majority of children will be able to keep pace with the programme and leave Key Stage 1 as confident and fluent readers. Our phonics teaching follows the principles of high-quality phonics instruction as detailed below. Phonics sessions at Fairmeadows Primary School:

- Are systematic;
- Adhere to the Review-Teach-Practise-Apply format;
- Are fast paced, showing high expectations for all learners;
- Contain multisensory activities and promote investigative approaches;
- Are underpinned by a commitment to ensuring every child becomes a confident reader and a belief that every child is capable of learning to read;
- Are reinforced throughout the curriculum as children are provided with opportunities to practise and apply their learning in other lessons.

In addition to this, we work closely with parents, enabling them to support their child's progress in phonics, through:

- Holding parent phonics training meetings to help parents understand how phonics is taught at Fairmeadows and introduce them to the terminology used in phonics sessions;
- Sharing phonics work on SeeSaw to keep parents informed of their child's progress;
- Providing decodable phonics reading books linking to the Monster Phonics scheme.

Intervention

When quality-first teaching has not enabled a particular child to reach age-typical expectations in phonics, careful thought will be given to the provision of appropriately structured work to support their progress. Daily intervention takes place in Year 1 and 2 to support those who may need extra support. This may be through accessing phonics booster sessions, bespoke targeted teaching of gaps in phonological knowledge, 1:1 intervention groups or providing differentiated resources.

Year 1 National Phonics Screening Check

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It is administered during the summer term by the Year 1 class teacher. The check involves pupils reading 40 words: 20 real words and 20 pseudo words.

Monster Phonics Foundations Programme

The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics and is typically taught in Nursery and at the beginning of Reception. Parents play a vital role in helping their children develop these skills, by encouraging them to listen carefully and talk extensively about what they hear, see and do. In this on-going phase, children will be learning to:

- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to adults and other children
- Tune into sounds
- Listen and remember sounds
- Talk about sounds
- Understand that spoken words are made up of different sounds.

Nursery follows the Monster Phonics Foundations Programme that develops speaking and listening skills. Children learn to become attuned to the sounds and begin to develop oral blending and segmenting skills. This teaching lays the foundations for teaching of systematic synthetic phonics. For some children who are ready to move on, some of the Reception phonemes are introduced, alongside consolidating the 7 aspects that make up the foundation programme.

Monster Phonics School Programme (Reception, Year 1 and Year 2)

Monster Phonics is designed as a whole-class scheme for children in Nursery, Reception and Key Stage 1 and as an intervention in Key Stages 1 and 2, with all resources mapped against the [Letters & Sounds phases 1 to 6](#) and the [KS1 Spelling Curriculum](#).

The colour-coded grapheme system is unique to Monster Phonics; each coloured grapheme is paired with a monster character that makes the same sound to give audio-visual prompts that help children 'see' each sound within a word and pronounce it correctly. The monsters give sound cues to help children remember how to read and pronounce graphemes.

Lesson plans and resources are available for every grapheme in Reception and the KS1 National Curriculum. All resources are easy to find and print or download. These include PowerPoints, animations, songs, stories, phonics flashcards, worksheets and differentiated multisensory activities.

Stories, songs and activities are carefully woven into the lessons which are highly engaging. Colour-coded flashcards, word charts and PowerPoints make the teaching of the Common Exception and High-Frequency Words far easier. The interim and end of year assessment materials are simple and straightforward.

Yearly Overview

Nursery Teaching Overview

	Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhyme & Rhythm	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending & Segmenting
1	Monster Phonics Land Lotto Game	Miss Oh No's Weather Forecast	Miss Oh No's Musical Movements	U-Hoo's Rhythm Echo	Green Froggy's Hand Jive	Ghost's Castle	Tricky Witch's Broomstick - Blending
2	Black Cat's Sound Walk	Black Cat's Favourite Tunes	Angry Red A Meets the Grand Old Duke of York	Clapping with the Monsters	Tickling Tongue Twisters	Shhh! Pass it on	Tricky Witch's Broomstick - Segmenting
3	Shopping with Miss Oh No	Angry Red A's Footsteps	Black Cat says...	Zooming through the Universe with U-Hoo	Cool Blue's Animal Alliteration	U-Hoo's Space Visit	Body Blending
4	Guess the Animals on the Farm with Cool Blue	Loud and Quiet Sounds with Brown Owl	Down in the Jungle	Tricky Witch's Rhyming Potions	Black Cats Name Game	The Wheels on the Bus	Tricky Witch's Magic Box - Blending
5	Monster Drumming with U-Hoo	Follow the Leader with Green Froggy	Five Little Speckled Green Froggies	Angry Red A's Rhyming Train Ride	Green Froggy's Classroom Tidy	Green Froggy visits Old MacDonald	Tricky Witch's Magic Box - Segmenting
6	Yellow I's Mystery Sounds	Cool Blue Visits the Zoo	Cool Blue has got the Moves	Hickory Dickory Dock	Monster Munchies	Miss Oh No's Voice Bingo	Robot Rob and the Monster Party
7	Homes	Goldilocks and the Three Bears	Yellow I is full of Happiness	Toys - Clap & Count with Angry Red A	Marvellous Magical Mixtures	The Enormous Turnip	Angry Red A Farmyard Animals - Blending
8	Twinkle Twinkle - Night & Day Sounds	Cool Blue Keeps the Beat	Copy 'Black' Cats	Black Cats Ridiculous Rhymes	Sounds Around with Brown Owl	Trumpets!	Monster Number Plates
9	All Aboard	Monster Music Makers	The Three Billy Goats Gruff	Monster Rhyming Soup	Monster Musical Corners	The Little Red Hen	I Spy with Yellow I
10	Tricky Witch's Mysterious Places	The Monsters go to the Funfair	Here We Go Round the Mulberry Bush	The Black Cat's Rhyming Bingo	Angry Red A Explores Tongue Twisters	We're Going on a Monster Hunt	Green Froggy Leapfrogs the River

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p a, at, as	i n in, it, is I, an	m d g and, am dad	o c k ck to, into, go no, the	e u r get, dog, can, got, on, not, cat	h b up, mum put, had oh, him his, big has	f f f l l l ss he, she me, we be, of	j v w x if, off, you my, they for	y z zz qu will, all went, was from help	ch sh th ^(v) th ng too, her with, are yes	oo Long then, them that this said	ar ASSESSMENT 2
TERM 2	oo (u) look now down	ow look now down	ee see going just have	ur see going just have	ai it's do so	or it's do so	oa come some were one	er come some were one	igh like, by when little what	air like, by when little what	oi day away play children	ear ure day, away play children
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could
												ASSESSMENT 5

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ea ea ed	ir ur	oo oo ol	oe suffixes er/est	ou ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has one once, friend your	the, of said here were there you school	house, our where they soys are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
YEAR 1 CEWS												
100 HFWs												
200 HFWs												

TERM 2	ue ue ew	ew k before y i e	ie ie igh	or or ow	au au Prefix un	ear ear ear (ang P-2)	are y ph	wh e o	ff ll ss zz ck nk	Review ve dl dy	Review oy a-e e-e l-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, were even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought magic narrator once, air, who I've, ill, these	200 HFw REVISION
200 HFWs												

TERM 3	PHONICS SCREEN	Review ee ea ed er	Review ir ur oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ew	Review ew le ie igh	Review or ore diw	Review air ear dre	Review y ph wh e	Review o Prefix un k before e, y i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has here there, friend your	the, of sold house our one	where they soys are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFw REVISION	HFw REVISION
YEAR 1 CEWS												
100 HFWs												

Year 2 Progression Map

TERM	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
1	dge g great break streak find mind, kind behind	c kn wild, child climb old, gold hold cold told	gn wr would could should floor poor	le el il any many pretty move prove improve	ai homophone most both only every everybody	Vowel suffix drop e Vowel suffix drop letter even people whole clothes thought	Vowel suffix y to i ASSESSMENT 1 busy money hour Christmas	y ai (or) grass class pass past fast last	o ey (u) both path father plant half	after w-d after w-or after w-ar after s (zth) water who parents beautiful	eye who Mr Mrs	

TERM 2		Constants suffixes	Possessive Apostrophe	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW
Year 2	Year 1&2	Assessment 2	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix
CEW	CEW		find, great kind, steak, mind break, behind	wild, child, climb old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, post fast, last	bath, path father, plant half	after, sure again, sugar	
REVIEW	REVIEW		mouse, you, you away, play, never ever, river, under better, after	grow, snow, know window, car, dark park, hard garden	our, found, round around, mouse shouted, good took, book, looks	game, more, horse live, lived pulled, wait wanted	need, feet, keep queen, tree other, mother another, coming	over, most, going cold, told, love something dramas	sea, tea, eat each, really first, please bird, girl	soon, food room, school air, where there	right, night use, new us, has	heard, door which, friends different would	

TERM 3											
REVIEW  Adding suffix	REVIEW  Adding suffix	REVIEW  Adding suffix	REVIEW  Adding suffix	REVIEW  Adding suffix	REVIEW  Adding suffix	REVIEW  Adding suffix	REVIEW  Adding suffix	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to I	Consonant suffixes Contractions	Assessment 5
water parents beautiful	Mr. Mc's who she	thought laughed magic animals I've, I'll who two	where once couldn't only jumpy suddenly great	any many these small bear boot home clothes	because we're everyone town how through eyes, buy again	gone horse which flew pulled cried, find giant narrator	different stock, every lived granddad morning, rabbit that's, things king, across along	great, break stock, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who pass, class, grass both, last, felt plants, after, again	would, could, should door, poor, floor Christmas, sure water, Mr. Mc's sugar, age, parental pass, class, grass both, last, felt plants, after, again
200 HWYs											
TERM 2 CWs											