



**Co-operative  
Education**  
East

### Phonics at Cooperative Education East

This policy contains the aims and working practice for Phonics at Thompson, Bunwell and Banham Primary Schools.

Phonics Lead Teacher at Trust Level: Natasha Clarke

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## Introduction

At Co-operative Education East (CEE) we follow the Monster Phonics DfE approved 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 Key Stage 1 (KS1) Spelling Curriculum. It is a whole class scheme with decodable books for children in Reception and KS1. It is also used as an intervention in Key Stages 1 and 2.

Within CEE we believe that early, 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 Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage two (KS2) for children who require further support.

A strong systematic synthetic phonics programme will help us to develop fluency, vocabulary and comprehension skills. By combining the technical skills needed to read alongside an enjoyment of and in reading we want children to possess a love of reading.

*'Young people who enjoy reading are three times more likely to read above the level expected for their age than children who don't enjoy reading.'*

National literacy Trust 2019

## Our Aim

At Co-operative Education East, we aim to deliver high quality phonics teaching which secures the crucial skills needed in reading and writing. We aim to embed a strong phonic knowledge to enable the children to become fluent and confident readers. We want to establish a clear and consistent practice where prior knowledge is built upon and progression is clearly visible throughout the school. This will then make confident, able, responsible and effective learners (CARE) of our children which they can take forward into lifelong learning.

Our steps to achieve this whilst working within the Monster Phonics scheme:

- 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.

## What is Phonics?

Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups).

*'Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.'*

*National Literacy Trust*

## What is a Phoneme?

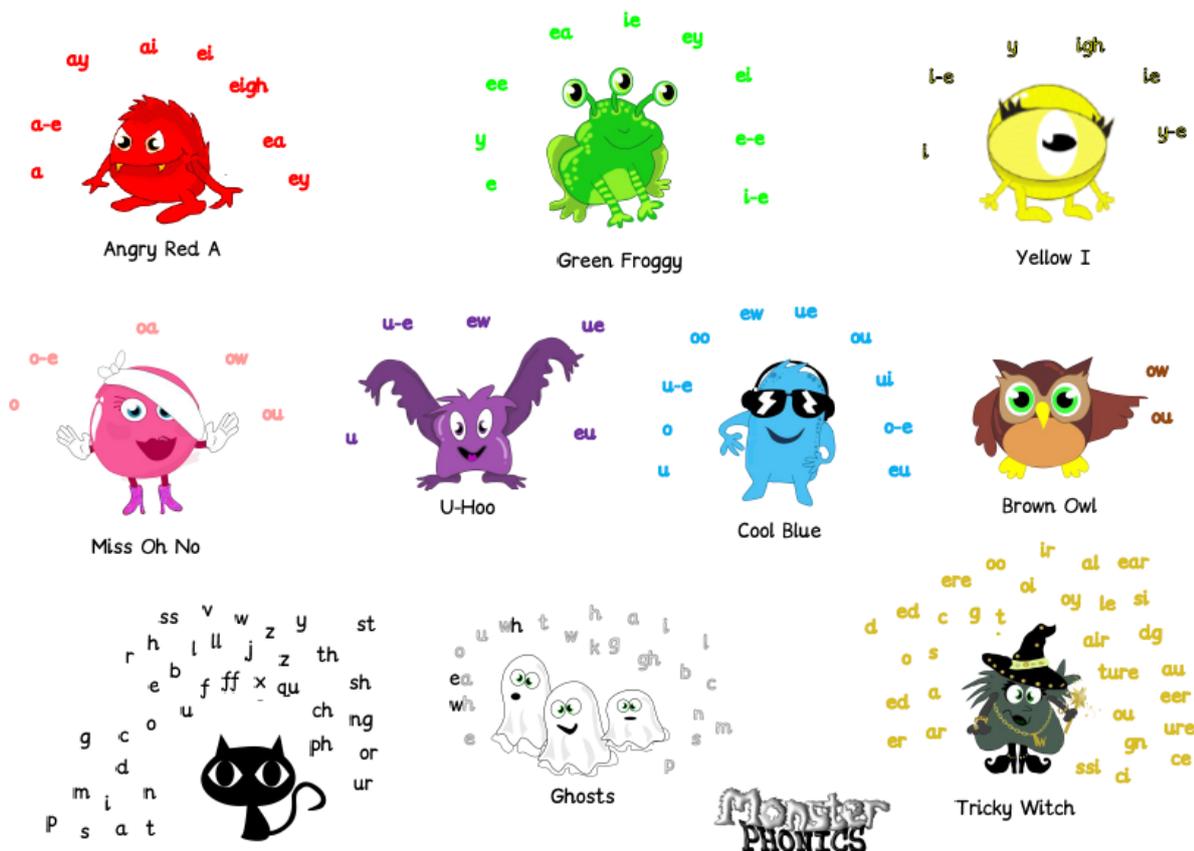
A phoneme is the smallest unit of sound.

The phonemes used when speaking English are:

<b>s</b> sat	<b>t</b> tap	<b>p</b> pan	<b>n</b> nose	<b>m</b> mat	<b>a</b> ant	<b>e</b> egg	<b>i</b> ink	<b>o</b> otter
<b>g</b> goat	<b>d</b> dog	<b>ck</b> click	<b>r</b> run	<b>h</b> hat	<b>u</b> up	<b>ai</b> rain	<b>ee</b> knee	<b>igh</b> light
<b>b</b> bus	<b>f</b> farm	<b>l</b> lolly	<b>j</b> jam	<b>v</b> van	<b>oa</b> boat	<b>oo</b> cook	<b>oo</b> boot	<b>ar</b> star
<b>w</b> wish	<b>x</b> axe	<b>y</b> yell	<b>z</b> zap	<b>qu</b> quill	<b>or</b> fork	<b>ur</b> burn	<b>ow</b> now	<b>oi</b> boil
<b>ch</b> chin	<b>sh</b> ship	<b>th</b> think	<b>th</b> the	<b>ng</b> sing	<b>ear</b> near	<b>air</b> stair	<b>ure</b> sure	<b>er</b> writer

## Teaching and Learning

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!



The colour-coding system aims to accelerate learning to read and spell. It 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

hold

whole

only

old

gold

told

clothes

move

prove

improve

who

hour

beautiful

could

should

door

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)

## **Bunwell Primary School - Phonics in Nursery**

Children within our Nursery start phonics at the point of entry with teaching and learning being covered by Phase 1 of Letters and Sounds.

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.

Once the staff within Nursery feel that the children are ready they begin to use SATPIN to orally blend and segment words before moving on to visually blending and segmenting to read VC and CVC words.

# EYFS, KS1 and KS2

We follow the clear structure ensuring coverage

Programme Philosophy			
<ul style="list-style-type: none"> <li>✓ Colour-coded to support memory and facilitate understanding</li> <li>✓ Monster sound cues and actions to support memory and increase engagement</li> <li>✓ Rapid teaching of graphemes, grammatical rules HFW and CEW to improve reading fluency and access to the curriculum in all areas</li> <li>✓ Consolidate and apply in meaningful and purposeful 'real' contexts</li> <li>✓ Formative assessment to provide opportunities to address gaps early</li> </ul>			
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

Each year group has a clear online termly plan broken down into year groups with a clear phonetic progression and structure.

## 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 c k 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 s s he, she me, we be, of	j v w x if, off, you my, they for	y z z z qu will, all went, was from help	ch sh th th ng too, her with, are yes	oo 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	ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ poly syllabic	CVC+ compound words	CCC multi-words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW	ASSESSMENT 5
			your here saw	your here saw	time out house about	time out house about	made make came	I'm very old	called asked looked	their our	Mr, Mrs don't	people could	

## 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
<b>TERM 1</b>	ff ss zz ll ck nk	ch ve ai	oi oy	suffix s/es a_e	e-e i-e o-e	u-e ar	ee suffices ed/ing	er ir ur	oo oo oa	oe oe	ow ow	ow 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, there, you, school	hours, our, where, were, they, says, are, ask, just, push, pull, full	from, help, back, animals, will, this, that, then, them, with, went, off, children, just	made, make, come, like, time, by, my, I, I'm, into, too, don't	see, very, dig, have, when, about, out, people	look, looked, asked, child, saw, all, now	Mr, Mrs, what, their, little, called	HFV REVISION	more, horse, gate, live, would, school, soon, foot, room	play, way, say, may, sing, been, need, keep, feet, snow, grow, window, know
<b>TERM 2</b>	ue ue ew	ew k before y i e	ie igh	or ow	au air ear	are y ph	wh c	Assessment 5 ff ll ss zz ck nk	Review ve ai oi oy	Review a-e e-o i-e	Review o-e u-e ar	200 HFV REVISION
	three, tree, trees, green, sleep, open, please, ever, never, near, under, letter, after	good, took, book, look, looking, our, dark, park, hard, garden, hand, round, magic, mouse, shouted	going, most, over, cold, told, gave, take, place	he's, we're, even, began, before, because, girls, birds, first	see, tea, eat, each, really, these, other, mother, another	floppy, any, many, every, everyone, today, only, suddenly, pulled	want, wanted, great, us, has, inside, sled, 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, through, magic, narrator, once, air, who, I've, it, these	200 HFV REVISION
<b>TERM 3</b>	PHONICS SCREEN Nonsense words	Review oo oo es er	Review ur oo oi oy	Review ou ou ou ow	Assessment 7 ue ue ue ue ue	Review oo oo igh	Review or ore ear er er	Review y ph wh	Review k before e, g, i 2 syllable words	Compound Words Numbers Months Contractions	Days Months Colours	HFV REVISION
	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, said, house, our, one	where, were, they, says, are, ask, pull, push, pull, full, a, i	from, help, back, animals, will, this, that, then, them, with, went, just, children, off	made, make, come, like, time, by, my, I, I'm, into, too, don't	see, day, very, how, when, about, out, people	down, now, look, looked, asked, could, saw, all	Mr, Mrs, their, little, what, called	HFV REVISION	HFV REVISION	HFV REVISION

## Year 2 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
<b>TERM 1</b>	dge g	c kn	gn wr	ie ei il	ai homophone	Went suffix drop e Went suffix drop letter	Vowel suffix y to i	y ai (er)	o (u) ey	er w-ai er w-or	er w-ar er w-ar	ti i
	great, break, steak, find, mind, kind, behind	wild, child, old, gold, cold, told	would, could, should, door, floor, poor	any, many, pretty, move, improve	most, both, only, every, everyday, thought	even, people, whole, clothes	busy, glass, past, last, Christmas	grass, pass, past, fast, last	both, path, father, plant, half	after, again, sure, sugar	water, boat, beautiful	eye, Mr, Mrs
<b>TERM 2</b>	Constants Contractions	Passive Apostrophe	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW ie Adding suffix	REVIEW ei il ai Adding suffix	REVIEW y Adding suffix	REVIEW ai(er) Adding suffix
	Year 2 CEW REVIEW	Year 1A2 CEW REVIEW	find, great, loud, steak, mind, break, behind may, say, way, sing, slip, never, ever, five, under, better, after	wild, child, old, gold, cold, told, cold grow, snow, know, around, mouse, park, hard, garden	would, door, floor, could, poor, should our, found, round, around, mouse, shouted, good, took, book, looks	any, many, prove, many, improve, pretty	most, both, only, every, everyday, thought	even, people, clothes, whole over, most, going, cold, told, low, something, dragon	busy, hour, Christmas, money see, tea, eat, each, really, first, please, sure, girl	grass, glass, past, fast, last soon, food, room, school, air, where, there	both, path, father, plant, half right, night, see, new, us, has	eye, Mr, Mrs head, door, which, friends, different, word
<b>TERM 3</b>	REVIEW o(u) Adding suffix	REVIEW ey Adding suffix	REVIEW w-ai Adding suffix	REVIEW w-or Adding suffix	REVIEW Z (ah) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix	Homophone Vowel suffix Drop e	REVIEW Vowel suffix y to i	REVIEW Vowel suffix y to i	Constants Contractions	Passive Apostrophe CEWs
	what, parents, beautiful, eye gave, take, place, began, before, because, even	Mr, Mrs, who, parents, eye he's, we're, can't, didn't, couldn't, jumped, stopped	thought, laughed, couldn't, magic, animals, I've, it, who, two	where, once, couldn't, only, baby, happy, every, suddenly, great	any, many, these, small, bear, boot, home, clothes	because, we're, which, even, busy, many, fly, why, cry, through, eyes, boy, again	gone, more, which, pulled, how, through, narrator	different, pulled, lined, even, busy, grandad, morning, rabbit, that's, things, king, across	great, break, steak, every, even, busy, many, overbody, pretty, people, into, money	find, mind, kind, behind, wild, child, old, gold, cold, told, cold, told, whole, clothes, only	beautiful, round, poor, floor, prove, improve, who, help	would, could, should, door, poor, floor, prove, improve, who, help, sugar, not, parent, path, glass, grass, bath, last, fast, plant, after, again

Which is then broken down into a weekly plan.

The screenshot shows the Monster Phonics website interface. At the top, there are navigation links: "Monster Phonics Home", "eBooks Login", "Account", and "Logout". Below these are tabs for "Resources Dashboard", "Lessons", "Planning", "Assessment", "Intervention", "Training", and "Display". A secondary set of tabs includes "Lessons", "Planning", "Assessment", "Intervention", and "Training". The main content area is divided into "Reception" and "Year 1" sections. Under "Year 1", the "Monday" tab is selected, displaying "Week 1" details. The text for Week 1 states: "This week teaches the ff, ll, ss, zz, ck and nk graphemes." It lists the graphemes "ff, ll, ss, zz and ck Graphemes" and explains that "The f, l, s, z and k sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if". Example words provided are "pat, us, bus, yes, off, well, miss". The "nk Grapheme" section lists example words: "bank, think, honk, sunk". At the bottom, the "Year 1 CEW" is listed as "a, be (being), he, me, we, she, go, no, so, to, do, today, I, by, my". On the right side, there are "Quick Links" and a "Hi" button.

Each class then systematically follows the relevant year group plan by teaching a daily lesson.

Search graphemes

**Monday - zz and ff**

Visit the Planning Section to download the full Termly Plan with Learning Objectives and Assessment for each week.

**Review**

Recap **CVCC CCVC CCVCC** by reading the words on the PowerPoint from Reception page.

**Teach**

1. Download the PowerPoint. Introduce the ff, zz, ss, ll and ck graphemes. Focus on ff and zz endings and how suffixes are added.
2. Watch the 'Click Clack' video. Ask the class to make the Black Cat (fingers walking across the other palm) action every time they hear a word with an ff or zz ending.
3. Download the activity, print and prepare the ff, zz, ss, ll, ck, Huggy Families game. Deal out all the cards. The first player asks another player for a card needed to complete a family. If the other player has the card, they must give it. The winner is the first to complete a family. Record words on the Record Chart.

For each child assess whether the learning objectives have been met. If necessary, apply targeted intervention from the Intervention Section.

**1. PowerPoint**

**2. Click Clack**

**3. Activity**

**Back**

**Quick Links**

Monster Lessons

Term 1

Overview

Week 1  
ff, ll, ss, zz, nk, ck

Week 2  
tch, ve, oi

Week 3  
oi, oy, oy

Week 4  
Plurals, Assess, a-e

Week 5  
e-e, l-e, o-e

Week 6  
u-e, u-e, or

Week 7  
ea, Suffixes ending

Week 8  
Assess, oa, oa

Week 9  
er, er, ur

Week 10  
oo, oo, oo

Week 11  
Suffixes er/est, Assess, oe

Week 12

Children in our Reception classes also have phase 1 listening activities from the DFE's 'Letters and Sounds' programme woven into their learning.

## Lesson Structure

Phonics lessons within Cooperation Education East use the following sequence in all lessons:

**Revise and Revisit**

**Teach**

**Practise**

**Apply**

**Plenary**

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

This is achieved by rotating the use of a fast-paced flashcard review or using a Monster Phonics learning wall/chart to review all the sounds that have been previously taught since EYFS up to a current point. Each lesson will contain reading and writing opportunities and as children progress in their use of phoneme and grapheme correspondence sessions will include additional sentence structure opportunities.

## **Assessment**

Ongoing summative assessment within each year groups takes place in line with the phonics planning above. Appendix 1 demonstrates what will be assessed at each stage.

For spelling assessment is recorded at the points highlighted and is then saved on Pupil Asset where SLT can include the data in their monitoring process. Each child has an individual sheet that follows into the next class (appendix 2).

In June of Year One the children take part in the National Phonics Screening program. Information for parents can be found on the school website. The results from the screening are discussed with the class teachers, head and deputy. Action plans are then created for children who have not attained the pass mark for them to retake the screening in June of Year Two. These results are shared with parents using the letter in Appendix 3.

From teacher's daily assessments 'target children' partake in additional phonics interventions before the next phonics lesson. These interventions are included within the Monster phonics scheme.

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.

## **Monitoring of Phonics**

Learning walk of phonics sessions week 3 of the first half of each half term.

Formal observations of phonics will take place in the fourth week of the second half of each term.

Phonics book scrutiny by NC, Literacy lead and HT the first week after each half term. Assessment on Pupil Asset (Phonics Tracker at Thompson) and the children's individual assessment sheet will also be monitored at this point.

## **Phonics Books**

We introduce a 'phonics book' as part of our Trusts' 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. Children store the work they have completed in their phonics session here. This includes the activity completed and the practice and competition of words and sentences containing the lesson objective.

The weekly activities within the book are specific to our phonics teaching and alongside each weekly task; we support our parents/ carers by informing them of the phonemes, common exception and tricky words taught within the week. As a trust, 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 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.

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. These are used alongside carefully selected reading books which reflect the knowledge taught but provide our children with a further breadth of reading materials.

We have also extended our selection of reading books to include other publishers so children can experience a rich plethora of reading materials. All books are organised into phonic phases where the books consolidate and extend the children's learning from their phonics sessions.

### **Phonics and Spelling in Year 3, 4, 5 and 6 (Key Stage 2)**

Spelling is taught in line with National Curriculum\* expectations children have daily sessions working through the spelling rules. Where children are identified as needing phonics into KS2 it is delivered through Monster Phonics teaching and intervention. Thorough discussions with the previous teacher, together with time spent looking at the children's assessments, it will ensure that gaps in learning are addressed.

\*At Banham and Thompson the systematic and regular teaching of No Nonsense spelling is continued into KS2. Sessions are taught at least 3 times a week. At Bunwell, spelling lessons happen daily.

It is acknowledged that the COVID-19 pandemic starting in 2020/21 is likely to have had a significant impact on the teaching of phonics to children. Therefore, children particularly in Year 3 will be provided with regular phonics sessions and or regular teaching of spelling to ensure gaps in learning are closed. The class teacher will discuss the need for this on either a group or class wide basis and the Trust deputy-head will provide further support, guidance and assistance to the class teacher one day per week in each school. This support is envisaged to consist of interventions in the form of small group work.

### **Intervention**

After each lesson staff carry out, a formative assessment through questioning, observing and marking of work during the lesson. 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. The intervention is provided on the same day as the lesson for 10-15 minutes. All materials used prompt further understanding of the learning objective from the days' phonics session. All interventions are provided online alongside the lesson objective using all resources from the programme including activities, planning, songs, games and power points.

## **Special Educational Needs and Disability**

At Co-operative Education East 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 were appropriate,
- Support using adults and additional resources.
- Knowledge of children's individual learning styles and interests.

## **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 Co-operative Education East we strongly believe that positive partnerships between staff and parents/carers are paramount in ensuring that children achieve their full potential. The importance of parents listening to children read regularly and taking part in phonics exercises set by the class teacher cannot be underestimated. Participating in this work will produce the best outcomes for Children. With this in mind we:

- Teachers to share phonemes, common exception and tricky words weekly.
- 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 or take part in an online webinar.
- 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.
- Parents are also welcome to come into school to volunteer to hear readers, or to attend class-parent reading sessions, and to take part in reading cafes. This will allow parents to hear a text read and take part in activities linked to it.
- Letter to parents explaining the Year 1 Phonics Screening (appendix 4)
- Information on school websites and letters sent home about the teaching of phonics.

## Appendices

1. Assessment Schedule
2. Individual Assessment Recording
3. Results from Phonics Screening - Letter to Parents
4. Letter to parents about upcoming check

Appendix 1 Assessment Schedule

### RECEPTION ASSESSMENT SCHEDULE

#### **ASSESSMENT 1**

RECEPTION TERM 1 WEEK 7

#### **GRAPHEMES**

s a t p i n m d g o c k c k e u r h b f f f l l s s

#### **HFWs**

a at as in it is I an and am dad to into go no the get dog can got on not cat of up  
mum put had oh him his big has he she me we be

#### **FOCUS WORDS**

sat nip nap dad gas cot kid sack ten run hop beg huff fill mess

---

#### **ASSESSMENT 2**

RECEPTION TERM 1 WEEK 12

#### **GRAPHEMES**

j v w x y z z z qu ch sh th(v) th ng oo (long), ar

#### **HFWs**

if off you my they for was will all went from help too her with are yes then them  
that this, said

#### **FOCUS WORDS**

jug jam van vet wet win box six yak yell zip zap buzz fizz quick quack chin chap  
ship shut this that moth path long sang cool hoop car star

---

### **ASSESSMENT 3**

**RECEPTION TERM 2 WEEK 6**

#### **GRAPHEMES**

oo (short) ow ee ur ai or

#### **HFWs**

look now down see going just have it's do so

#### **FOCUS WORDS**

book foot keep week fur surf rain sail for worn

---

### **ASSESSMENT 4**

**RECEPTION TERM 2 WEEK 12**

#### **GRAPHEMES**

oa er igh air oi ear ure

#### **HFWs**

come some were one like when little what by day away play children

#### **FOCUS WORDS**

coat, loaf, hammer, dinner, high, night, fair, pair, boil, soil dear, near, pure, sure

---

### **ASSESSMENT 5**

## RECEPTION TERM 3 WEEK 11

### GRAPHEMES

All graphemes that were not secure in term 1 and 2

### HFWs

your, here, saw time, out, house, about made make came I'm, very, old called, asked, looked their our Mr, Mrs people could don't

### CVCC, CCVC, CVC + DIGRAPHS, CCVCC, CVC + POLYSYLLABIC, CCC ONSET

camp band frog twin bench train crisp drift helper giftbox spring crunch printer grasping

---

## YEAR 1 ASSESSMENT SCHEDULE

### ASSESSMENT 1

#### TERM 1 WEEK 4

### GRAPHEMES

ff ss zz ll ck nk tch ve ai oi ay oy

### CEWs

be (being), 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, there, you, school

house, our, where, were, they, says, are, ask, put, push, pull, full

### FOCUS WORDS

puff, miss, fizz, bell, back, think, honk, catch, witch, give, have, rain, sail, boil, toilet, stay, play, boy, enjoy

---

### ASSESSMENT 2

#### TERM 1 WEEK 8

## GRAPHEMES

a-e e-e i-e o-e u-e u-e ar ee suffixes ing and ed

### HFWs

from, help, back, will, this, that, then, them, with, went, children, animals, just, off, made, make, came, like, time, by, my, I, I'm, into, too, don't, see, very, day, have, when, about, out, people

### FOCUS WORDS

name, date, these, complete, kite, five, note, hole, rude, flute, cube, tune, arm, card, green, seen

---

## ASSESSMENT 3

### TERM 1 WEEK 11

#### GRAPHEMES

ea ea er ir ur oa oo(u) oo suffixes er/est

#### HFW

Look, looked, asked, could, saw, all, down, now, Mr, Mrs, what, their, little, called

#### Focus Words

dream, heat, ready, instead, letter, summer, girl, twirl, burst, church, road, coach, took, book, zoo, food, grander, fresher

---

## ASSESSMENT 4

### TERM 2 WEEK 2

#### GRAPHEMES

oe ou ow ow(long o) ue ue ew ew k before y/i/e

#### HFWs

more, horse, gone, live, would, school, soon, food, room, play, way, says, may, away, been, need, keep, feet, snow, grow, window, know, 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

## **FOCUS WORDS**

toe, goes, about, found, how, town, snow, throw, blue, true, rescue, value, grew, flew, stew, few, kitten, Kent

---

## **ASSESSMENT 5**

### **TERM 2 WEEK 6**

#### **GRAPHEMES**

ie ie igh or ore aw au air prefix un

#### **HFWs**

going, most, over, cold, told, gave, take, place, he's, we're, 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

## **FOCUS WORDS**

pie, tried, field, chief, light, might, morning, fork, snore, bore, draw, lawn, author, haunt, chair, stairs, unlock, unwell

---

## **ASSESSMENT 6**

### **TERM 2 WEEK 9**

#### **GRAPHEMES**

ear (long e) ear (air) are y ph wh e o

#### **HFWs**

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

## **FOCUS WORDS**

year, dear, pear, wear, care, dare, party, happy, alphabet, dolphin, when, whisper, even, began, most, ago

---

## **PHONICS SCREEN**

**TERM 3 WEEK 1**

---

## **ASSESSMENT 7**

**TERM 3 WEEKS 5**

### **GRAPHEMES**

All graphemes that were not secure in term 1 and 2.

### **HFWs**

giant, find, laughed, again, friends, different, door, jumped, stopped, thought, through, magic, narrator, once, air, I've, I'll, who, these

**All HFWs that were not secure in previous assessments.**

---

## **ASSESSMENT 8**

**TERM 3 WEEK 9**

### **GRAPHEMES**

All graphemes that were not secure in term 1 and 2.

### **HFWs**

All HFWs that were not secure in previous assessments.

## YEAR 2 ASSESSMENT SCHEDULE

### ASSESSMENT 1

#### TERM 1 WEEK 7: ASSESSMENT 1

##### GRAPHEMES

dge g c kn gn wr le el il al

##### CEWs

great break steak find mind kind behind wild child climb old gold hold cold told  
would could should door floor poor any many pretty move prove improve most both  
only every everybody even people whole clothes busy money hour Christmas  
thought

##### FOCUS WORDS

fridge, edge, gem, large, city, twice, knee, knight, gnaw, gnome, wrong, wrap,  
middle, candle, camel, travel, fossil, nostril, hospital, pedal, there, their, liking,  
shiny, patting, saddest, happiest, carried

-----  
\_\_\_\_\_

### ASSESSMENT 2

#### YEAR 2 TERM 2 WEEK 2

##### GRAPHEMES

y al(or) o(u) ey w-a (o) w-or (er) w-ar (or) s (szsh) ti i

##### CEWs

grass class pass past fast last bath path father plant after again sure sugar water  
parents

beautiful eye who Mr Mrs

##### FOCUS WORDS

fry, reply, ball, walk, brother, nothing, donkey, chimney, wand, swap, work, worm, warm, forward, usual, vision, station, fiction, merriment, happiness, playful, happily, hopeless, plainness, can't, don't, the girl's, my mum's

---

### **ASSESSMENT 3**

**TERM 2 WEEK 12**

**All graphemes and spelling rules not secure in previous assessments.**

**HFWs**

may say way 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 looking gone more horse live lived pulled want wanted need feet keep queen tree other mother another coming over going love something dragon sea tea eat each really please birds girl first soon food room school air where there right night use new us has head door which friends different would

---

### **ASSESSMENT 4**

**TERM 3 WEEK 8**

**All graphemes and Focus Words not secure in previous assessments.**

**HFWs**

gave take place began before because he's we're didn't couldn't jumped stopped thought laughed magic animals I've I'll two once baby floppy suddenly these small bear boat home everyone town how through boy fly why cried giant narrator grandad morning rabbit that's things king across along

---

### **ASSESSMENT 5**

**YEAR 2 TERM 3 WEEK 12**

**All Graphemes, Focus Words, HFWs and CEWs not secure in previous assessments.**

## Assessment for Monster Phonics

Learning walk of phonics sessions week 3 of the first half of each half term.

Formal observations of phonics will take place in the fourth week of the second half of each term.

Phonics book scrutiny by NC, Literacy lead and HT the first week after each half term. Assessment on pupil asset and the children's individual assessment sheet will also be monitored at this point.

### Daily Formative Assessments

The first and most frequently used assessment will take place daily by the adult delivering the phonics session. Children who have not met the daily objective, as stated in the planning document for the lesson, are noted, and any gaps are addressed with a short recap at some point before the next discrete phonics session.

In addition to the ongoing weekly in-class assessment of learning outcome, formative reading assessments regularly track progress.

### Formative Reading Assessment

EYFS formative reading assessments take place in weeks 7 and 12 of Term 1, weeks 6 and 12 of Term 2 and in week 12 of Term 3. They are tested 1 to 1 with an adult.

Yr 1 assessments take place in weeks 4, 8 and 11 of Term 1, weeks 3, 6 and 9 of Term 2 and in weeks 5 and 9 of Term 3 and week 5 and 9 in term 3. They are tested 1 to 1 with an adult.

YR 2 take place in week 7 of Term 1, weeks 2 and 12 of Term 2 and in weeks 8 and 12 of Term 3. They are tested 1 to 1 with an adult.

### Spelling

#### EYFS

These assessments are for children who are ready to write. They are in the form of simple dictations, although may also be given as individual words. Formative assessments take place after Phase 2, in the middle of Phase 3, at the end of Phase 3 and at the end of Phase 4. A set of dictation sentences tests the spelling of each grapheme. Assessments can be broken up into smaller segments over several sessions. Children may use magnetic letters, a

whiteboard or an iPad to write words. Individual record sheets allow the spelling of each of these graphemes to be recorded.

### YR 1

Formative assessments take place after every 8 or 9 lessons. A group of graphemes and suffixes are tested through a set of dictation sentences, although may also be given as individual words. You may want to break the assessment up into smaller segments over several sessions. Individual record sheets allow the spelling of each of these graphemes to be recorded. These assessments can also be used to inform the teacher assessment frameworks at the end of key stage 1.

### YR 2

There are 2 formative assessments, which take place after every 8 or 9 lessons. A group of graphemes and suffixes are tested through a set of dictation sentences. These can be broken up into smaller segments over several sessions. Individual record sheets allow the spelling of each of these graphemes to be recorded. These assessments can also be used to inform the teacher assessment frameworks at the end of key stage 1.

### High Frequency and Common Word Assessment

High frequency word assessment use either the individual or the class record sheet to record spellings. The individual record sheet is useful for children requiring learning support and has multiple entries for the same time to record progress. The record sheets test words in the order of frequency with the most frequent words being highest on the list.

The colour-coded record highlights the phonetic areas that require focus. For example, if most words with 'ee' or with a silent letter are spelt incorrectly, these graphemes require a review.

Records can be added to after a period of time, to mark progress.

Common exception words are tested through dictations in a format that is useful for the teacher assessment frameworks at the end of key stage 1. The results are recorded on an individual colour-coded record, which gives some additional insight into spelling as described above. Either print and tick each box or open the document in Word and use the highlighting tool to highlight each box. This allows the record to be stored and shared digitally. Records can be added to after a period of time, to mark progress.

## Summative End of Year Phonics Screening Test

This summative assessment is aligned to the end of Year 1 phonics screen and is useful preparation for this test. As this test includes every grapheme within the Year's curriculum, it is a longer version. Select a section to test at any one time.

-----





	<u>th</u> ey	day	pl <u>a</u> y	awa <u>y</u>
Read				
Write				



	he	she	we	me	see
Read					
Write					



	I	like	my
Read			
Write			



	no	go	going
Read			
Write			

	to	you



	<u>th</u> e	i <u>s</u>	wa <u>s</u>	loo <u>k</u>	<u>o</u> f	<u>a</u> ll	<u>s</u> aid	<u>a</u> r	<u>co</u> m
Read									
Write									



Year 1 Assessment

Name \_\_\_\_\_

Date of Birth

Date of Assessment

\_\_/\_\_/\_\_ 
  \_\_/\_\_/\_\_ 
  \_\_/\_\_/\_\_ 
  \_\_/\_\_/\_\_ 
  \_\_/\_\_/\_\_ 
  \_\_/\_\_/\_\_ 
  \_\_/\_\_/\_\_

Read	ff	ll	ss	zz	ck	nk	ur	or	ph	ai	ay	a-e
	off	well	miss	buzz	back	think	turn	short	phonics	rain	stay	made
Write	huff	full	less	fizz	rock	bank	hurt	born	dolphin	wait	way	came

Read	e	ee	ea	ie	y	e-e	i-e	ie	igh	o	o-e	oa	oe	ow	u-e	ue	ew
	me	tree	each	thief	happy	these	five	pie	high	going	home	boat	goes	grow	use	Tuesday	new
Write	be	green	Dream	field	very	theme	ride	tie	night	don't	woke	road	toe	show	tube	rescue	few

Read	o	oo	u-e	ue	ew	ou	ow	ch silent t	e silent a	or silent e	v silent e	w silent h
	today	food	June	true	threw	about	how	ca ch	me nt	wor	hav	w ich
Write	do	pool	rule	blue	flew	out	now	fe ch	he d	mor	liv	w en

Read	oy	oi	ar	er stressed	er unstressed	air	ir	oo (u)	aw (or)	au (or)	ear (air)	are (air)	ear (long E-r)
	boy	coin	park	term	under	chair	girl	book	draw	dinosaur	wear	dare	near
Write	toy	soil	car	her	better	hair	bird	took	yawn	August	bear	care	year

Common Exception Words



	says	they
Read		
Write		



	be	he	me	she
Read				
Write				



	I	by	my
Read			
Write			

	no	go	so			do	to	to da y	yo u	sc ool		ho us	ou r								
Read					Re ad						Re ad										
Writ e					Wr ite						Wr it e										
	yo r	fr en d	ar	lov	co m	so m	on	on c			<u>th</u> e	sa id	of	we re	w a s	is	hi s	ha s	he re	<u>the</u> re	
Read											Re ad										
Writ e											Wr ite										

**Regional Differences**

	ask	put	push	pull	full
Read					
Write					

**Stress Emphasis**

	a
Read	
Write	



Year 2 Assessment

Name \_\_\_\_\_

Date of Birth

Date of Assessment

\_\_\_/\_\_\_/\_\_\_  
  \_\_\_/\_\_\_/\_\_\_  
  \_\_\_/\_\_\_/\_\_\_  
  \_\_\_/\_\_\_/\_\_\_  
  \_\_\_/\_\_\_/\_\_\_  
  \_\_\_/\_\_\_/\_\_\_

Graphemes

Read	ey	i	y	n silent k	n silent g	r silent w	o (u)	dge (j)	g (j)	c (s)
	donkey	find	fly	nock	naw	rote	no <u>th</u> ing	bad <u>g</u> e	hug <u>e</u>	rac <u>e</u>
Write	key	ch <u>i</u> ld	tr <u>y</u>	nee	nat	r <u>o</u> ng	o <u>th</u> er	dod <u>g</u> e	g <u>i</u> ant	ci <u>t</u> y

Read	ḷe (schwa-l)	ẹl (schwa-l)	ịl (schwa-l)	ạl (schwa-l)	ạl (or)	wor (er)	wā (a)	war (or)	ti (sh)	S (zh)
	tab <u>l</u> e	cam <u>e</u> l	p <u>i</u> ncil	hospit <u>a</u> l	w <u>a</u> lk	w <u>o</u> rk	w <u>a</u> ch	w <u>a</u> rm	stat <u>i</u> on	us <u>u</u> al
Write	mid <u>l</u> e	tr <u>a</u> vel	foss <u>i</u> l	anim <u>a</u> l	b <u>a</u> ll	w <u>o</u> rd	w <u>a</u> nt	aw <u>a</u> rd	fi <u>t</u> ion	treas <u>u</u> r

Common Exception Words



	gr <u>e</u> a t	stea k	brea k
Read			
Write			



	ev r y	bus <u>y</u>	an <u>y</u>	m <u>a</u> n y	pre <u>t</u> t y	ev rybody	even	pe p le	m <u>o</u> n ey
Read									
Write									

	fin d	kin d	mi nd	beh nd	ch ld	wil d
Read						
Write						



	mo st	onl y	bot h	old	cold	gol d	hol d	tol d	hol e	clot hes
Read										
Write										




	new	b utiful
Read		
Write		



	move	prove	improve	ho
Read				
Write				



	our
Read	
Write	



	c u d	w u d	sh u d	C ris mas	fl or	d or	p or
Read							
Write							



## Appendix 3

### Phonics screening check information and results

#### What is the phonics screening check?

The phonics screening check is a quick check of your child's ability to decode words using only his or her phonic knowledge. It helps us to confirm whether your child has met the expected standard for a child at the end of Year 1.

The check is a statutory requirement for all children in Year 1 and takes place each year in the summer term. Children who did not take the check in Year 1, or who did not meet the expected standard, will take the check again at the end of Year 2.

The check was carried out in school during this year during week commencing ? June 2013.

#### How does the check work?

- Your child was asked to read 40 words aloud to a teacher who is known to him/her.
- Your child may have read some of the words before, while others would have been completely new.
- The check took only a few minutes to complete and there was no time limit.

#### Meeting the expected standard

In order for children to demonstrate that they have met the expected standard in phonic decoding, they had to score at least **[level threshold to be inserted]** marks in the phonics screening check. Children who scored fewer than **[level threshold to be inserted]** marks are considered not to have met the expected standard in phonic decoding. Any child who has not met the expected standard will be given additional support in phonics to help him or her to improve. The nature of this support will vary depending on how close to the threshold he/she was.

<p>Your Child's Score</p> <p>Name: .....</p> <p>..... out of 40</p> <p>Your child has/not met the expected standard in phonics decoding.</p>
--

What happens if my child failed the phonics screening?

If a child does not achieve the required passing grade during the phonics screening test, they will be given extra support over the course of the next school year to improve their abilities at reading and decoding words. At the end of year 2, they will then be able to retake the screening test.

If you have any questions or wish to discuss this further please feel free to contact your child's class teacher.

## Appendix 4

### **Year 1 Phonics Screening Check 2022**

Dear Parent/Carer,

As you are aware, all children within Year 1 will take part in a statutory **Year 1 Phonics Screening check in June.**

#### What happens in the Phonics Screening Check?

The test is designed to assess your child's reading skills via 40 words split into two sections. Each section consists of 10 real words and 10 pseudo-words (non-sense or 'alien words'). These pseudo words are included because your child will need to be able to use their phonic knowledge and decoding skills to be able to read any word they come across as they progress within the school. This enables children to learn new words themselves by gaining an understanding through the context in which it has been placed.

#### Do we get to know the results?

We have to report the results to the local authority by the end of the summer (year 1) term. We'll also let you know the results before the summer holidays.

If your child does not meet the expected standard in the check, they'll get to have another go next year (for year 1) or in the summer term (for year 2). It's normally nothing to worry about.

The results do not count towards any league tables.

#### How can I support my child?

Please continue to read at home daily including practising to read 'alien words'.

Watching our *Monster Phonics* webinar which explains what phonics is and how it is taught.

For more information about the phonics screening tests please visit the school website or watch [Parent video: The Phonics Screening Check - YouTube](#) .

If you have any questions or queries please speak to your child's class teacher.