



Phonics Statement



Phonics is taught in a highly structured and systematic programme of daily lessons across Early Years and Key stage 1.

The Monster Phonics Programme is a child centred approach to teaching phonics. The approach is meaningful, interactive and easy to understand, creating high engagement.

The systematic colour coding of graphemes linked to phoneme monsters, makes phonics easier to understand. Children love the monsters, and this brings phonics to life.

The activities are multisensory (requiring, reading, writing, singing and actions) so that learning is by doing and experiencing phonics, rather than just being told about it.

Monster phonics bridges the gap between phonics and the National Curriculum. The Reception year covers Letters and Sounds Phase 2 to Phase 4. In KS1 Monster Phonics teaches Phase 5 and incorporates the KS1 Spelling Curriculum. It also includes the phase 6 grammatical element, important for accurate reading and spelling.

The programme offers familiar lesson structure and planning format. Clear progression maps and fully aligned resources.

Structure of a Monster Phonics Lesson (All lessons are preloaded onto the online platform).

1. Review
2. Teach
3. Hook
4. Activity

Daily lessons are 20-30 minutes in length for Reception, Year 1 and Year 2.

Lessons are taught whole class with a 'keep up not catch-up' approach, with same day interventions included.

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. They are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when class teachers share traditional books and text. Stories written by particular authors are shared with the classes in addition to rhymes, poems and songs. There are stimulating

book corners which contain a variety of books both fiction and non-fiction to inspire and promote a love of reading. Regular trips to the library are enjoyed, during which time, book sharing happens with our 'library book- buddies' who are members of the upper school. They are excellent role models because of their own love of reading, and the younger children look forward to this shared book time.

Phonics Assessment

Children's progress is continually reviewed by the teacher and children move up the bands to meet their developing needs. Children are formally assessed at the end of each half term.

The National Phonics Screening Check is completed in June of Year 1. The screening check provides confirmation that all children have learned phonic decoding to an age-appropriate standard. The children who do not meet the required standard for the check in year 1 enter again in year 2 and have additional support throughout the year as required to ensure their reading development. As children enter KS2 provision is made for those children still requiring daily phonics.