



Establish - Nurture - Grow

# Phonics Policy

This policy contains the aims and working practice for Phonics at Belle Vue Primary School.

Phonics Lead teacher: Miss Watson & Mrs Richardson

Date: September 2026

Policy to be reviewed: September 2027



## Intent

At Belle Vue Primary School, we are passionate about ensuring that every child becomes a confident, fluent reader and writer. We recognise that early reading is the cornerstone of academic success and lifelong learning with achievement in this area benefitting every part of pupils' development. Aligned with the DfE Reading Framework (2023), we prioritise decoding, fluency, and reading for pleasure from the earliest stages. To support this, we implement **Monster Phonics, a DfE validated systematic synthetic phonics programme** across the Early Years Foundation Stage (EYFS), Key Stage One and on into Key Stage Two for children who require further support.

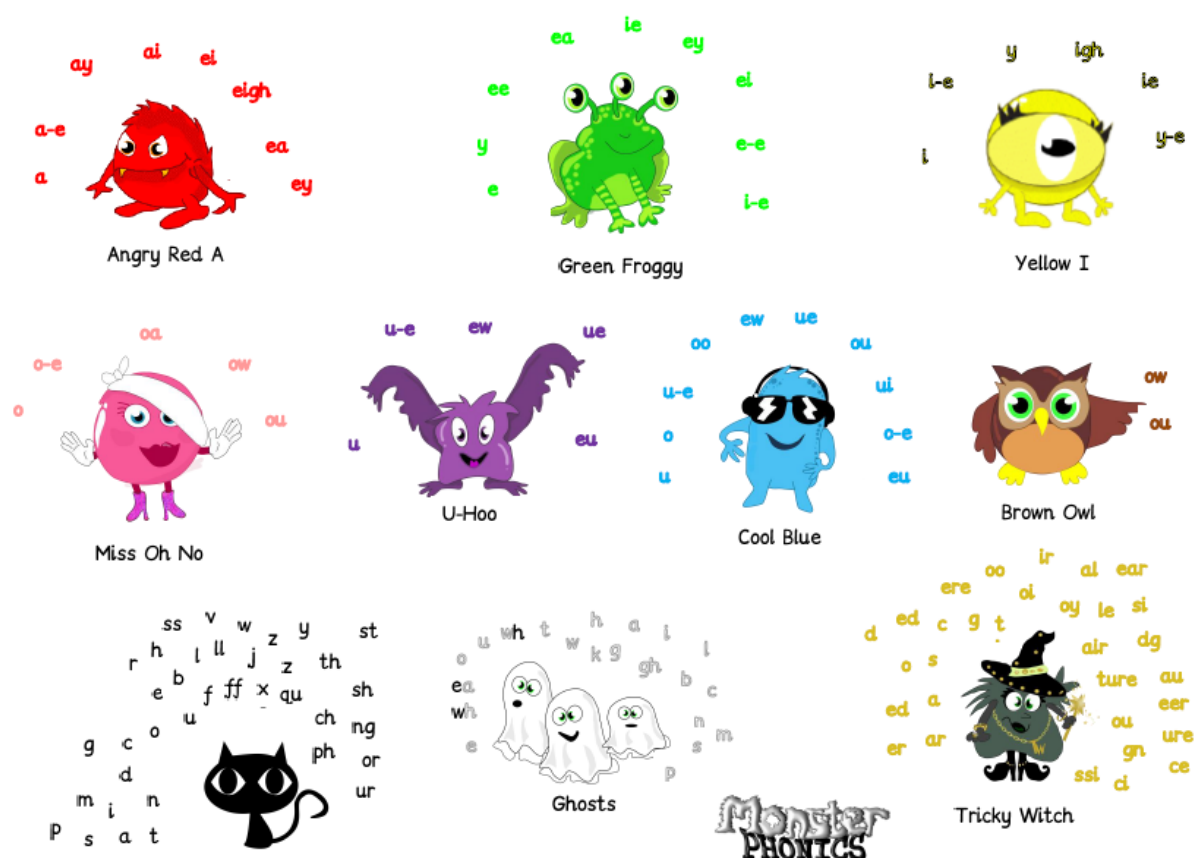
This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics across our school.

## 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 daily 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.
- Ensure early identification and support for struggling readers.
- To ensure that children have a secure phonetic knowledge, understanding and skills so that they can decode words with confidence and engage with higher order reading and writing skills.
- Foster a lifelong love of reading.
- Support families to reinforce learning at home.



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<br>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           | dear    | 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                                                            | al(e) (northern) | again   | (southern) |           |

Example of Yr 2 Common exception words



## Daily Teaching (Reception to Year 2)

Phonics is taught with full fidelity to the Monster Phonics progression, ensuring clarity, consistency, and secure development for all pupils, including those with Special Educational Needs and Disabilities (SEND). By following the programme's carefully sequenced structure, we provide every child with the best possible start in reading.

Daily Monster Phonics lessons are delivered from Reception through to Year 2, using a highly structured and systematic synthetic phonics approach. This consistent delivery creates a predictable and secure learning environment, which promotes pupil confidence, engagement, and success.

Using a single, unified programme across all classes ensures that phonics instruction is clear and coherent, avoiding confusion that can arise from the use of multiple methods. This shared approach enables pupils to build a strong and connected understanding of phonics, forming the foundation for fluent, independent reading.

Skills are taught in a systematic, cumulative sequence, with each lesson building directly on previously taught content. This allows children to move through the stages of reading development with confidence and accuracy, deepening their understanding at each step. Lessons are designed to be engaging, well-paced, and responsive, supporting all pupils in mastering key reading skills, including:

- Grapheme-phoneme correspondences (GPCs)
- Blending and segmenting for reading and spelling
- Decoding fluently and accurately

Phonics lessons at Belle Vue Primary School use the following sequence in all lessons:

- Revise and Revisit
- Teach
- Practise
- Apply

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. In the Early Year Foundation stage, this is achieved by using a fast-paced flashcard review. In Key Stage 1 this is achieved using a Monster Phonics learning wall/chart to review all the sounds that have been previously taught since EYFS up to a current point.

This structured and consistent approach ensures that all pupils, regardless of starting point, are given the tools they need to become proficient and enthusiastic readers.

We follow the Monster Phonics progression:

Reception Progression Map

| Term   | 1    | 2    | 3    | 4    | 5     | 6     | 7    | 8     | 9         | 10    | 11    | 12    |
|--------|------|------|------|------|-------|-------|------|-------|-----------|-------|-------|-------|
| TERM 1 | cat  | in   | dog  | back | ear   | no    | fish | juice | ice cream | tea   | oo    | all   |
| TERM 2 | ow   | ee   | ur   | ai   | or    | oa    | igh  | air   | oi        | oy    | ing   | ing   |
| TERM 3 | cvcc | ccvc | cvc+ | cvc+ | ccvcc | ccvcc | cvc+ | cvc+  | ccvcc     | ccvcc | ccvcc | ccvcc |

Year 1 Progression Map

| Term   | 1    | 2    | 3    | 4    | 5     | 6     | 7    | 8    | 9     | 10    | 11    | 12    |
|--------|------|------|------|------|-------|-------|------|------|-------|-------|-------|-------|
| TERM 1 | ff   | ss   | tt   | ll   | pp    | mm    | nn   | kk   | xx    | zz    | yy    | ww    |
| TERM 2 | sh   | ch   | th   | ph   | ck    | ng    | gh   | qu   | ai    | oi    | oy    | ing   |
| TERM 3 | cvcc | ccvc | cvc+ | cvc+ | ccvcc | ccvcc | cvc+ | cvc+ | ccvcc | ccvcc | ccvcc | ccvcc |

Year 2 Progression Map

| Term   | 1    | 2    | 3    | 4    | 5     | 6     | 7    | 8    | 9     | 10    | 11    | 12    |
|--------|------|------|------|------|-------|-------|------|------|-------|-------|-------|-------|
| TERM 1 | ss   | tt   | ll   | pp   | mm    | nn    | kk   | xx   | zz    | yy    | ww    | vv    |
| TERM 2 | sh   | ch   | th   | ph   | ck    | ng    | gh   | qu   | ai    | oi    | oy    | ing   |
| TERM 3 | cvcc | ccvc | cvc+ | cvc+ | ccvcc | ccvcc | cvc+ | cvc+ | ccvcc | ccvcc | ccvcc | ccvcc |



## Reception Phonics Skills Overview

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>I can recognise and say the Term 1 GPCs listed on the Progression Map.</li> <li>I can find and/or write all Term 1 graphemes from memory.</li> <li>I can orally blend and segment two and three letter words e.g., cat, man, bag etc.</li> <li>I can read simple decodable two and three letter words using Term 1 GPCs.</li> <li>I can spell simple two and three letter words using Term 1 GPCs (written or magnetic letters).</li> <li>I can read and spell simple words containing Term 1 digraphs e.g., chip, shop, moon etc.</li> <li>I can begin to read simple captions by decoding words using the Term 1 GPCs and HFWs e.g., pat a dog, pots and pans, a pin on a map.</li> <li>I can begin to write simple captions with adult support using the Term 1 GPCs and HFWs.</li> <li>I can read and spell term 1 HFWs.</li> <li>I can name the letters of the alphabet.</li> </ul> | <ul style="list-style-type: none"> <li>I can recognise and say the Term 2 GPCs listed on the Progression Map.</li> <li>I can find and/or write the Term 2 graphemes from memory.</li> <li>I can read and spell words using the Term 1 &amp; 2 GPCs, including vowel digraphs e.g., rain, food, ring etc.</li> <li>I can read simple captions and sentences by decoding words using Term 1 &amp; 2 GPCs e.g., a goat and a cow, ships in a port.</li> <li>I can write simple captions and sentences using Term 1 &amp; 2 graphemes.</li> <li>I can begin to read and spell some simple two and three letter words without blending and segmenting.</li> <li>I can read and spell Term 2 HFWs.</li> </ul> | <ul style="list-style-type: none"> <li>I can write from memory the Term 2 &amp; 3 GPCs.</li> <li>I can read and spell words consistent with my phonic knowledge of Term 1 &amp; 2 GPCs.</li> <li>I can read and spell with adjacent consonants.</li> <li>I can read and spell some compound words e.g., sunset, bathtub.</li> <li>I can read and spell some two syllable words e.g., rabbit, carrot.</li> <li>I can read and spell an increasing number of familiar words without blending and segmenting.</li> <li>I can write sentences using secure phonics knowledge.</li> <li>I can read and spell Term 3 HFWs.</li> </ul> |
| Decodable Reading Book Stages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Stage 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Stage 3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Stage 3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Prior Learning Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Firm foundations will have been built through the development of phonological and phonemic awareness. Children will have developed core listening and speaking skills through exposure to environmental and instrumental sounds, body percussion, and voice exploration. They will be able to identify and replicate rhythms, rhymes, and alliteration, and can orally blend and segment simple words. These foundational experiences support auditory discrimination and prepare them for learning letter sounds in the next phase of phonics.</p>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Year 1 Phonics Skills Overview

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• I can recognise and say all Term 1 GPCs listed on the Progression Map.</li><li>• I can write from memory all Term 1 GPCs.</li><li>• I can understand the split digraph rule.</li><li>• I can read and spell words using Term 1 GPCs e.g. <i>play, cloud, make, flute</i> etc.</li><li>• I can correctly make and spell plurals by adding -s and -es when there is no change to the root word e.g., <i>make - makes</i>.</li><li>• I can read and spell most words with the suffixes -ing, -ed, -est, -er when there is no change to the root word e.g., <i>turn-turning</i>.</li><li>• I can read simple sentences using taught GPCs and HFWs.</li><li>• I can write simple sentences using the GPCs and HFWs taught.</li><li>• I can read and spell Term 1 HFWs &amp; CEWs.</li></ul> | <ul style="list-style-type: none"><li>• I can recognise and say all Term 2 GPCs listed on the Progression Map.</li><li>• I can write from memory all Term 2 GPCs.</li><li>• I can read and spell words using Term 2 GPCs e.g. <i>tied, happy, statue</i> etc.</li><li>• I can use alternative ways of pronouncing and representing the long vowel phonemes.</li><li>• I can use the spelling rule 'k before y, i and e' to spell words.</li><li>• I can read and spell familiar words without blending and segmenting.</li><li>• I can read simple sentences using taught GPCs and HFWs.</li><li>• I can write simple sentences using the GPCs and HFWs taught.</li><li>• I can read and spell words with the prefix un-.</li><li>• I can read and spell Term 2 HFWs.</li></ul> | <ul style="list-style-type: none"><li>• I can recognise and say all Term 2 &amp; 3 GPCs listed on the Progression Map.</li><li>• I can read and spell words using Term 1 &amp; 2 GPCs, correctly using correct alternate graphemes.</li><li>• I can read and spell phonically decodable two and three syllable words.</li><li>• I can read and spell number words.</li><li>• I can read and spell common colour words.</li><li>• I can read and spell the months of the year.</li><li>• I can read and spell simple contractions e.g. can't, it's, he'll, etc.</li><li>• I can read and spell Term 3 HFWs and CEWs.</li></ul> |
| Decodable Reading Book Stages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Stage 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Stage 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Stage 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Stage 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Stage 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Prior Learning Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| From Reception children can recognise and recall a range of GPCs, including consonant and vowel digraphs. They can read and spell simple words, captions, and sentences using these GPCs, including words with adjacent consonants, polysyllabic words, and some compound words. They are increasingly able to read and spell familiar words without blending and can write simple sentences using their phonics knowledge. High frequency words (HFWs) from each term have also been introduced and practised.                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Year 2 Phonics Skills Overview

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>I can recognise and say all Term 1 GPCs listed on Progression Map.</li> <li>I can write all Term 1 GPCs from memory.</li> <li>I can read and spell words using Term 1 GPCs e.g., motion, fridge, donkey.</li> <li>I can read and spell some common homophones.</li> <li>I can apply the rules needed for different suffixes.</li> <li>I can spell words with the suffixes -ing, -ed, -est, -er when the root word changes e.g., run - running</li> <li>I can correctly form plurals by adding -s and -es when the root word changes.</li> <li>I can read and write using taught GPCs.</li> <li>I can read and spell Term 1 CEWs.</li> </ul> | <ul style="list-style-type: none"> <li>I can read and spell simple contractions e.g., wasn't, isn't, there's</li> <li>I can confidently use phonics knowledge to read and spell unfamiliar, partially decodable words.</li> <li>I can spell words with the consonant suffixes -ment, -ful, -less, -ly when the root word changes e.g., happy - happily</li> <li>I can use the possessive apostrophe correctly in spelling.</li> <li>I can read and spell Term 2 HFWs and CEWs.</li> </ul> | <ul style="list-style-type: none"> <li>I can apply my phonics skills confidently to read and spell unfamiliar words without hesitation.</li> <li>I can read and spell phonically decodable polysyllabic words.</li> <li>I can read and spell most common contractions.</li> <li>I can read and spell a range of homophones.</li> <li>I can automatically read all HFWs and CEWs.</li> <li>I can accurately spell most HFWs and CEWs.</li> </ul> |
| Decodable Reading Book Stages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Stage 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Stage 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Once children have completed stage 10 decodable books they can move on to the 'Flying Ahead' books and then 'real readers'.                                                                                                                                                                                                                                                                                                                     |
| Prior Learning Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>By the end of Year 1, children will have developed increased reading fluency and independence. They will be familiar with alternative pronunciations and spellings of long vowel phonemes and will confidently apply their phonics knowledge as the primary strategy for decoding and spelling unfamiliar or partially decodable words.</p>                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

By Year 2, children will be reading longer and less familiar texts with growing fluency. The focus shifts from learning to read, to reading for meaning—supporting both information gathering and reading for enjoyment.



## Phonics in Nursery

Children in our Nursery start phonics right from the point of entry. Teaching and learning is covered using Phase 1 of Letters and Sounds.

Key features of our implementation include:

- Providing activities that build focused listening and attention, including oral blending and sound discrimination.
- Prioritising rich, high-quality vocabulary and back-and-forth conversational opportunities across all areas of provision.
- Sharing high-quality, stories, nursery rhymes and action rhymes to support rhythm, memory, and language play.

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.

By establishing these early foundations, we ensure that children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. Research consistently shows that strong phonological and phonemic awareness in the early years are among the strongest predictors of future reading success. Through this carefully structured but playful approach, we help close learning gaps before they appear, giving every child the opportunity to succeed from the very start.



## Teaching Reading using Decodable Books

Children take part in three reading practice sessions per week, working in small, adult-led groups to develop essential reading skills. These sessions are a core component of our phonics implementation and are designed to provide structured, focused, and meaningful reading experiences.

We use Monster Phonics decodable books, carefully matched to each child's secure phonic knowledge using the Monster Phonics Placement Procedure Chart. This ensures that all children read texts that are fully decodable for them, enabling success, fluency, and confidence. 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.

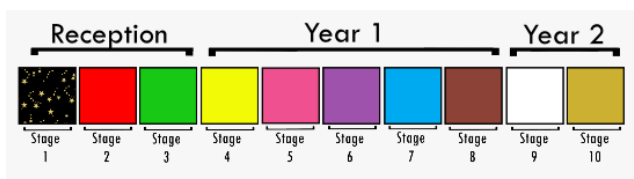
Each session focuses on one specific reading skill, to avoid cognitive overload and to embed learning effectively:

- Decoding - applying phonics knowledge to accurately read words
- Prosody - reading with expression, intonation, and understanding
- Comprehension - using rich, interactive discussion to explore the meaning of the text

Children read each book three times across the week at the end of the week the reading book is sent home to be shared with parents/carers. This repetition supports the development of phonemic awareness, vocabulary acquisition, comprehension, and positive reading behaviours. Through this repeated exposure, children build fluency and deepen their understanding of texts.

All sessions are delivered by fully trained adults, ensuring high-quality instruction and the ability to respond to individual needs within the group. This consistent, focused support helps to close gaps quickly and ensures that every child has the opportunity to succeed.

Targeted support is also prioritised for children who need additional help, including those with limited access to reading materials or adult support at home. These pupils are given additional one-to-one or small group reading time to develop fluency, vocabulary, and confidence.





### Special Educational Needs and Disability

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

Where needed:

- scaffolding through tasks to stretch and challenge
- using adaptive teaching strategies and resources to support

### 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

We recognise the vital role that families play in supporting early reading development. To strengthen the home-school partnership and reinforce the learning that takes place in school, we provide a carefully planned home reading offer that includes both decodable reading books and high-quality sharing books.

- Decodable reading practice books are sent home regularly and allow children to practise and consolidate decoding skills independently, promoting success and confidence in front of family members.
- Alongside these, we also send home a variety of high-quality children's literature for shared reading experiences. These 'books to share' are designed to foster a love of reading, broaden vocabulary, and enrich language exposure beyond what the child can decode independently.
- Parents/carers are invited into school during their child's Reception Year to an information meeting to discuss how we teach phonics in school and to learn how they can support their children at home. In Year 1 and Year 2, parents/carers are invited into school to receive information about the Phonic Screening Check as well learning how to support their children at home.

By aligning home reading with each child's current phonics stage and providing enjoyable shared reading opportunities, we ensure that all families are included in the reading journey. This dual approach supports both technical reading development and a lifelong love of books.



## Impact

## Assessment

Assessment is central to the success of our phonics and early reading provision. We implement a robust and responsive system of formative and summative assessment to track progress, identify learning gaps early, and ensure that no child is left behind on their journey to becoming a confident, fluent reader.

**Formative assessment** is embedded in daily classroom practice and is used to:

- Monitor pupil understanding during and after phonics lessons
- Identify children who require same-day intervention or additional support with specific grapheme-phoneme correspondences (GPCs) or tricky words
- Inform the adaptation of teaching in real time, ensuring children receive timely reinforcement and repeated practice as needed

Teachers assess through observations, oral responses, and short review tasks, using these insights to guide their instruction and address individual needs throughout the school day.

**Summative assessments** are conducted regularly using the 'Phonics tracker' assessment tracker across all year groups. It assesses the children on the focus words (GPC) that have been taught in the programme so far along with high frequency and common exception word recognition.

These assessments provide:

- Summary reports for individuals, classes, and cohorts.
- Insight for teachers, Reading Leaders, and senior leaders to analyse progress and identify specific gaps.
- Evidence to guide targeted interventions and adjust teaching strategies.
- Data to support strategic monitoring by SLT, ensuring that trends in attainment are addressed and that vulnerable learners receive appropriate support.

Summative assessment within each year group takes place each half term in line with our school's half termly data points. Assessment in each year group differs slightly (see Monster Phonics progression documents for scheduled assessments).



### Statutory Assessment - Year 1 Phonics Screening Check

Children in Year 1 sit the national Phonics Screening Check, which assesses their ability to decode using GPC knowledge. Children who do not meet the expected standard resit the check in Year 2. To prepare children and track readiness:

- We use both formative classroom assessments and scheduled summative assessments to evaluate progress.
- Data is used to ensure pupils are on track and to implement additional support where necessary.
- Regular tracking allows teachers and leaders to monitor cohort performance and adjust planning or provision strategically.

EYFS- Half termly assessment checks:

Grapheme/ Phoneme Correspondence (GPC), High Frequency Word recognition and ability to blend and segment.

Summer 2- All reception pupils are assessed using the first 20 words from past Phonic Screening Papers. This is in preparation and planning for transition to Year 1.

Year 2 Resit children- These pupils are assessed using Past phonics 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 additional assessments from Monster Phonics.

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.

### Intervention

If children need interventions 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.

Miss Watson & Mrs Richardson  
Phonics Leads at Belle Vue Primary School