

## Intent

At Three Lane Ends Academy we intend to create confident readers and the start of this reading journey is through their phonics journey. Children have the opportunity to practice and apply their segmenting and blending to create confident readers of any age.

### We intend to do this by:

- \*Implementing Monster Phonics scheme throughout EYFS, KS1 and where needed into KS2.
- \*Using high quality resources which excite the children and encourage them to retain the phonemes and apply to challenging words.
- \*Creating an environment and curriculum where phonics is demonstrated and applied throughout their learning.
- \*Ensuring children are confident with their grapheme, phoneme correspondence knowledge. They can apply segmenting and blending to ensure they are able to read words in which they have never come across before.

## Implementation

- \*The National Curriculum statutory statements will be implemented in the Monster Phonics sequence.
- \*Use the high quality Monster Phonics resources throughout phonics to ensure consistency.
- \*Provide quality first teaching in line with the teaching standards
- \*Provide quality examples and demonstrations of how to say each phoneme and apply to words clearly.
- \*Allow children opportunities to read both real and nonsense words.

### All teachers:

1. Uses assessment to ensure that all children are learning the phonemes in which they need to progress with their reading.
2. Delivers high quality phonics lessons using the Monster Phonics resources.
3. Understand how to progress the children through the Phases and plans precede interventions to ensure progression.
4. Demonstrates clearly the pronunciation of phonemes. Allow the children time to apply their phonics skills throughout the school day.

## Impact

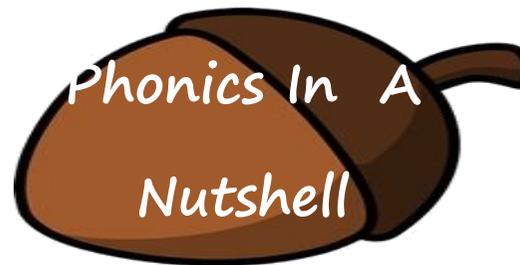
To measure impact we will ask:

What impact has the implementation had on:

- \*Standards in phonics screening check for pupils at the end of Y1 and 2.
  - \*Ability to use recall phonemes with good grapheme, phoneme correspondence
  - \*Ability to segment and blend confidently with real and nonsense words
  - \*The ability to apply phonics skills fluently when reading
  - \*The coverage of phonemes
  - \*The ability to apply their phonics skills and apply to other areas of the curriculum
- A phonetic skill or phoneme is mastered when the children is able to read confidently and apply the phoneme in a range of words, unaided. The children should be able to apply the sound and their segmenting and blending to a range of real and nonsense words.  
This will be assessed through assessment, tracking, pupil progress meetings, performance management, moderation and standardisation.

## Our priorities to improve Phonics are:

- \*Using the Monster Phonics scheme to ensure consistency of sound knowledge
- \*Accelerate learning for underperforming pupils
- \*Ensuring reading books are linked to the phonemes taught
- \*Create an environment where phonics is weaved throughout curriculum
- \*Identify gaps in pupils' phoneme-grapheme correspondence



## Phonics In A Nutshell

### Our Non Negotiable:

- \*Lessons are taught in the order of the Monster Phonics scheme
- \*Monster Phonics resources are used (flashcards and songs)
- \*Children are given plenty of opportunities to apply the sound that they have been taught
- \*In Year 1 and 2, nonsense words should be taught daily to correspond with each sound
- \*Half termly tracking of grapheme-phoneme correspondence

## How we identify and tackle children's misconceptions and underperformance:

- \*Formative and summative assessment to identify gaps. Trackers to identify targeted support.
- \*Planned and prepared intervention to ensure children are not missing sounds
- \*Sounds are taught on a sequence, so each sound is re-visited to ensure children retain it
- \*HFW/CEW taught weekly
- \*Clear demonstration of sound pronunciation by teachers and modelled to children when misconceptions arise

## In a Phonics lesson at TLEA, you will see:

- \*Lesson which are well paced and children are given lots of opportunity to orally practice their phonics
- \*Monster Phonics scheme resources being used to support learning
- \*A quick paced lesson and engaged children
- \*Correct pronunciation from staff and pupils
- \*Misconceptions being anticipated and addressed

## What we do to assess our children:

- \*AFL within lessons is effective and is used to inform subsequent lessons
- \*Phonics phonemes tracked through half termly assessments
- \*Re-visit previous phonemes taught to assess children
- \*Year 1 phonics screening checks completed throughout the year to track progress