

Phonics at Westfield



Intent

Phonic skills underpin children's learning in most curriculum areas and they rely upon them constantly in their everyday lives. At Westfield we aim to create an environment and curriculum where phonics is demonstrated and applied throughout children's learning. We use the Monster Phonics Scheme of work as it is a highly engaging, multisensory, structured, synthetic phonics programme. The intent behind the teaching and learning of phonics at Westfield is for all children to learn new phonemes (sounds) and letter names in order to develop an ability to read and write independently.



Implementation

Monster Phonics is a DFE accredited phonics programme that uses grapheme (letter)-phoneme (sound) correspondence as the first and foremost approach. Teaching is supported by using colour and monster sound cues to make the grapheme-phoneme correspondence explicit and easier to learn. Directly linking each grapheme and sounds within words makes learning easier and fun. Once a grapheme has been taught, the colour is removed.

At Westfield Phonics is taught daily throughout the school in a range of ways including whole class teaching, small group learning and planned interventions. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Teachers regularly assess the pupil's phonics knowledge using the planned Monster Phonics assessments.

Children progress at their own pace through the programme.

The first phase is the Foundations Programme which develops speaking and listening skills. Children learn to become attuned to the sounds and begin to develop oral blending and segmenting skills. This teaching lays the foundations for teaching of systematic synthetic phonics.

The government Phase 1 curriculum consists of 7 aspects. Each aspect contains 3 strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

The seven aspects are as follows:

Aspect 1 – General sound discrimination – environmental sounds

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms.

Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

Aspect 5 – Alliteration

The focus is on the initial sounds of words.

Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

Aspect 7 – Oral blending and segmenting

The main aim is to develop oral blending and segmenting skills.

The next Phase uses a five-part lesson structure as follows:

1. Review
A quick revisit/review recently taught letters/sounds
2. Teach
Use the introductory PowerPoint to introduce new letter/sound, spelling pattern or high frequency word.
3. Hook
Every lesson in Monster phonics has a hook that helps to engage the children. This could be a song, book or video.
4. Activity

All lessons have an activity linked to the learning outcome, this allows children to practise and apply their knowledge and skills.

5. Plenary

Allows the teacher to review the learning outcome and consolidate learning

Impact

The impact of teaching phonics using a multisensory approach is it allows different types of learners whether visual, aural, verbal or kinaesthetic to access the programme in a range of ways.

The children will have ability to apply phonics skills when segmenting and blending words in both reading and writing. They will gain the ability to apply their phonics skills and apply them to other areas of the curriculum.