

PHONICS POLICY



A Community Inspiring Lifelong Learning

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Phonics Policy Spinfield School

Introduction

This policy outlines the teaching, organisation, management and teaching of phonics at Spinfield School.

Find out more about Monster Phonics - [Introduction to Monster Phonics](#)

Intent

Phonics (reading and spelling)

At Spinfield School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Monster Phonics*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the *Monster Phonics* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Spinfield School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Spinfield School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Monster Phonics* programme.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for thirty minutes a day.
- Children make a strong start in Reception: teaching begins in Week 1 of the autumn term.

Daily intervention lessons ensure every child learns to read

- Any child who needs additional practice has daily interventions, taught by a fully trained adult. Interventions match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or who has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.

- These short, sharp lessons last fifteen to twenty minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: reading practice sessions three times a week

- We teach children to read through reading practice sessions two or three times a week.

These sessions maintain rigour and focus:

- they are taught by a fully trained adult to small groups of approximately six children
- they use books matched to the children's secure phonic knowledge using the *Monster Phonics Placement* assessments
- they are monitored by the class teacher, who rotates and works with each group on a regular basis

- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text

- In Reception these sessions start in Week Four. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice books are sent home via an EBook to ensure success is shared with the family.
- Reading for pleasure and library books also go home for parents to share and read to children.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- The Reading Leader, Beth Denton, and SLT, regularly monitor and observe teaching; they use the summative data to identify children who need additional support and who have gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Spinfield School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used regularly:
 - daily within class to identify children needing daily intervention.
 - weekly in the 'Review' lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for Reception and Year 1 is used as follows:
 - to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT, and scrutinised to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- A **placement assessment** is used as follows:
 - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We appreciate that some pupils, for example dyslexic learners, will have specific learning and assessment requirements.
- Teaching strategies are planned to make lessons and the learning environment more conducive for children with specific learning differences (e.g. dyslexia), through whole class practices and planning for individual children.
- Teachers aim to include all pupils fully in their daily phonic lessons. All children benefit from participating in watching, and listening to, other children demonstrating and explaining their ideas.
- Differentiated work, appropriate to individual children's needs, is provided in the independent work time. For some lessons, extra adult support from a Classroom Assistant is also provided in the lower ability groups. SEND pupils have support plans, which include specific English targets to be addressed.

Equal Opportunities

- All children have an entitlement to access reading and spelling strategies at an appropriate level and are helped to do this.

Cultural Diversity

- English lessons provide a vehicle for promoting an awareness of cultural diversity. Books and teaching resources refer to ethnic minority experiences, include ethnic minority role models and are non-stereotypical. These resources are used to highlight similarities in common human experiences while being respectful of differences.