



# Al Ain English Speaking School

## PHONICS AND EARLY READING POLICY

### RATIONALE

At AAESS, 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. 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 our Early Years and Key Stage 1 settings.

### AIMS

- Deliver high-quality, consistent phonics teaching daily.
- Enable all pupils to develop secure phonics knowledge and fluency.
- Ensure early identification and support for struggling readers.
- Foster a lifelong love of reading.
- Support families to reinforce learning at home
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Our approach ensures that all learners, regardless of background, have access to a high-quality phonics and early reading programme. Monster Phonics is distinctive in its multisensory approach, using colour-coding, character cues, and engaging visuals to make phonics instruction accessible, inclusive, and memorable for all learners. This method not only supports decoding skills but also builds enthusiasm and enjoyment around learning to read. We are committed to fostering strong early reading foundations that empower pupils to thrive across the curriculum and beyond.

### PHONICS IMPLEMENTATION

Daily Teaching of Phonics in EYFS and KS1 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. Using a single, unified programme across all classes 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.

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

## **EARLY READING IMPLEMENTATION**

Early reading is taught using the Monster Phonics Decodable Books. Children take part in reading practice sessions each week, working in small, adult-led groups to develop essential reading skills.

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 families with a Monster Phonics eBooks account that provides access to the scheme’s high quality decodable reading books.

## **ASSESSMENT**

We are committed to ensuring that every child makes strong progress in early reading, and we use ongoing formative assessment to closely monitor each pupil’s development, identifying gaps in learning as soon as they emerge.

Formative Assessment is used to:

- Monitor pupil understanding during and after phonics lessons
- Track the progress of all pupils, including those with SEND.
- 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

Our approach is designed to be both proactive and responsive, ensuring that all children receive the targeted support they need, at the right time. Teachers use precise assessment data to plan tailored interventions, helping each child to consolidate key phonics knowledge and skills with accuracy and confidence.

Summative assessments are conducted regularly to enable teachers, and senior leaders to analyse progress and identify specific gaps. In Year 1 the Children sit the statutory 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.