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# Phonics and Spelling Policy

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September 2016

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To be reviewed 2018

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# Phonics and Spelling Policy

## Introduction

This policy outlines the teaching, management and organisation of Phonics and Spelling at St. Nicholas-at-Wade CE Primary School.

## Mission Statement

At St. Nicholas –at – Wade we believe that all pupils deserve and need a fully rounded curriculum to become confident, independent lifelong learners. Phonics and Spelling has a crucial role in this and is considered a vital part of our pupil's learning in school.

## Rationale

At St. Nicholas-at-Wade we strive to ensure all children become fluent readers by the end of Key Stage One.

## Aims

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

## Objectives

- To learn to read and write all 44 graphemes in the English language.
- To teach children the skills of: blending / segmenting / phoneme manipulation
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.
- To teach children spelling rules
- To give children opportunities to apply their spelling knowledge.
- To teach children how to read and spell High Frequency words

## **The Curriculum, Teaching and Learning Expectation**

In all classes lessons will be differentiated to ensure children are reaching their full potential and support will be given to enable all children to meet end of year expectations. Groups of children requiring phonics and spelling boosters will be identified on provision maps.

See appendix one for overview of spelling patterns and appendix two for spelling games and activities.

### **Key Stage One and EYFS**

#### **Reception**

To teach phonics daily for 20 – 30 mins.

For all children to have at least completed phase 1, 2, 3 and 4 by the end of the year. More able children will have the opportunity to progress at their own pace and may reach phase 5.

High Frequency words will be taught throughout the phonics phases.

High Frequency words will be taken to fluency to avoid mis-learning.

#### **Year One**

To teach phonics four days a week for 20 -30 minutes.

To differentiate the groups to ensure children are reaching their full potential.

For all children to have at least completed phase 4 and 5. More able children will have the opportunity to progress at their own pace and may reach phases 6.

Terms 1 and 2: Phonics and High Frequency words

Terms 3-6: Phonics, High Frequency words and weekly spelling lessons covering Year 1 spelling rules from PoS.

Phonics Booster groups will run all year to catch children who are at risk of not passing the phonics screening.

High Frequency words will be taken to fluency to avoid mis-learning.

#### **Year Two**

To teach phonics four days a week for 20-30 minutes.

To differentiate the groups to ensure children are reaching their full potential.

For all children to have completed phase 6 by the end of the year also to regularly revisit the sounds and tricky words learnt throughout the phonic phases.

Terms 1 and 2: Re-cap phase 4 in first two weeks of term then teach Phonics phases 5-6 and High Frequency words

Term 3-6. Continue with Phonics phases 5-6 as needed

Term 1-6 weekly spelling lessons covering Year 2 spelling rules from PoS.

Phonics Booster groups will run all year to catch children who are at risk of not passing the phonics screening.

## **Key Stage Two**

### **Phonics**

Further interventions to run for children who still require the initial and extended code. Either Sounds Write for groups or sounds progress for 1:1.

### **Spelling**

All children to access the new POS for spelling as outlined in the New Curriculum:

To teach spelling rules through an investigation once a week for a 30-40 minutes, with additional opportunities to practice throughout the week.

Spelling patterns will be displayed in all classes.

At the start of each term parents will be provided with an overview of spelling patterns for that term. Weekly activities and games will also be sent home. These **will not** just be lists of words.

### **High Frequency words**

When marking any written work teachers select up to 3 mis-spelt High Frequency words and write them at the end of the piece of work in a bubble. ('Bubble words')

Children copy these words onto slips of paper which they keep in their 'words to learn envelopes.'

Children are given a minimum of 3 X5 minute opportunities to practice these words through games and peer testing. (see appendix for games)

Peer testing – if the child gets the word correct their partner ticks the word card. When a word had been tested and spelt correct three times the child can lose the word.

Higher ability children who do not make mistakes with High Frequency words can either chose words from spelling patterns covered for their words to learn or become Spelling Champions and peer coach children in their class.

Children will be taught multi-sensory strategies to help them remember spellings.

### **Phonics across the Curriculum**

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes.

## **Teaching and Learning Styles**

The school follows the phases outlined in the Letters and Sounds document. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers. Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

We aim to make learning accessible for all children and will adapt teaching and learning styles to suit all styles of learning. We promote the use of visual and kinaesthetic resources and activities.

## **Phonics Planning**

Initially, year 1, 2 and 3 are split into differentiated groups for phonics sessions – each teacher plans for their own group and any teaching assistants who lead phonics groups will have plans provided for them by the class teacher. Some more experienced teaching assistants will plan for their own groups. This needs to be agreed with the Key Stage leader. Groups to be reviewed at least termly.

## **Differentiation**

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought will be given to the provision of appropriately structured work for children with SEN, often through intervention groups.

The most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

## **Assessment**

Assessment will be ongoing and reflected in planning. Children will also complete the appropriate phase assessments in terms 2, 4 and 6.

## **National Phonic Screening**

All children in Year One will be screened using the National Assessment materials in Term 6. Any children who do not pass will be retested when they are in Year Two. This data will be submitted to the local Authority.

## **The Role of the Literacy Coordinator and KS1 Leader**

- Purchase, organise and maintain teaching resources

- Assist with diagnosis and remediation of learning difficulties / challenge of Most Able (G and T). Offer specialist advice in supporting these children
- Encourage and lead training for TAs, teachers and parents
- Being informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Advise the Head teacher of any action required (e.g. resources, standards etc.)
- Monitor the standards of children's phonics and the quality of teaching across the school
- Monitor tracking grids

### **Resources**

We use published resources such as Sounds~Write and Letters and Sounds as well as computer programmes such as Espresso and Phonics Play.

We have sets of phonics reading books and individual reading books from phase two to phase six.

### **Equal Opportunities**

The teaching of phonics will be in accordance with the present policy for Equal opportunities.

We aim to provide equal access to phonics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of teaching assistants where available and through carefully differentiated activities.

### **Monitoring and Review**

The monitoring of this policy will be the responsibility of the Literacy Coordinator and the Key Stage 1 Leader in conjunction with the leadership team.

This policy will be subject to a formal review every two years or sooner if significant changes occur.

### **Additional Educational Needs/Special Educational Needs**

All pupils will have access to the full National Curriculum for phonics and spelling. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of learning support assistants.

This policy should be read in line with our Teaching and Learning policy and Subject leader job description.

**Written By:** S.Kent

**Approved by governors:**

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