

Deeping St James Community Primary School

Phonics and Spelling Policy

MISSION STATEMENT

We aim to provide children with the necessary skills to communicate creatively and imaginatively, therefore enabling them to succeed in the wider world. We recognise the importance of a systematic approach to the teaching of reading and writing throughout the school, including a progressive and engaging high-quality Phonics and Spelling programme.

Aims

- Ensure children are given the skills to:
 - * decode written words in order to read and write effectively.
 - * recognise words that cannot be decoded and read/write them correctly.
 - * have the confidence to read fluently and expressively in order to focus on the meaning of the text.
 - * recognise how words are constructed using the appropriate phonetic vocabulary (Appendix 1).
 - * enjoy using words and language, progressing from 'learning to read' to 'reading to learn'.
- Establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of the pupils and ensure they are given sufficient challenge at a level which they can experience success.
- Provide children with varied and explicit word work strategies that enable them to become fluent readers and confident writers on a regular basis.

These aims will be achieved by:

- Regular explicit phonics sessions differentiated according to children's needs.
- Formative and summative assessment carried out by the class teacher/Phonics Co-ordinator on a regular basis.
- Observations of teaching carried out by the Phonics Co-ordinator and Headteacher.
- Data Analysis to be discussed with staff and used to improve the delivery of phonics and spelling.
- Supporting and communicating with parents about the importance and delivery of effective phonics.

Principles of high-quality phonics teaching

It is imperative that phonics and spelling is taught systematically and discretely and that phonics is the prime approach used in the teaching of early reading.

Early readers should be taught:

*grapheme-phoneme correspondence in a clearly defined sequence (letters and sounds)

*apply the skill of decoding and blending all phonemes in a word in order to read it.

* be able to segment the phonemes in a word to spell, leading on to selecting the appropriate grapheme.

*that blending and segmenting are reversible processes.

High-quality teaching is most effective when:

*it is part of a rich, broad and engaging curriculum that allows children to become independent and creative thinkers.

*opportunities are provided throughout the curriculum to develop and secure their growing speaking, listening and language skills as well as at home (e.g. appropriately levelled reading books).

*it is systematic, following a carefully planned programme .

* it is taught discretely and daily at a suitable pace.

*it is multi-sensory and uses a variety of captivating and challenging games/activities and strategies.

*it is time-limited so that the majority of children are confident readers by the end of Key Stage One.

*children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Organisation and Teaching of Phonics

The teaching of Phonics at Deeping St James Community Primary School will follow the teaching sequences set out in *Letters and Sounds*, supported with resources from *Read Write Inc.* Spelling in KS2 is planned using the National Curriculum and supported by Get Spelling resources.

Reception

In Reception, children will be introduced to Phonics starting at *Letters and Sounds Phase 1*. A baseline assessment is completed at the start of the academic year which is used to plan phonics, activities and place children on the correct book band. Phonics is taught through a daily session lasting between 20-30 minutes. A whole class teaching approach is used. In the Spring term, after the revisit/review and teach sections, the class is split into two groups to work with the teacher/TA on more targeted phonics activities. Opportunities are also provided throughout the learning environment for children to develop and extend their phonic skills. A phonics display is used to show children previous and current phonics learning. Guided group reading sessions are introduced, when appropriate, using books linked to the phonic phase of that group to support/build fluency reading. Comprehension is developed through the Book Talk programme, used in whole class story time. Individual reading books are introduced that are related to the individual child's phonic phase. These books are sent home and changed weekly when a child reads to a member of staff. Further opportunities to read with an adult are provided through 'reading buddies', focussing on those children who read less at home (identified through reading raffle).

Parents are involved in the teaching of phonics from the beginning; the phonics co-ordinator and EYFS lead runs a phonics information evening for all new parents. They are given an overview of how phonics works, how we teach it at DSJ and given examples of activities/games to support their child at home.

They are also given a Phonics Parent Handbook. At the end of each week the new phonemes/graphemes that have been taught are sent home on flash cards so that parents can stay up to date on phonics learning and support their children at home.

Expectations of progression:

Term 1 and 2- Phase 1 and 2

Term 3 onwards- Phase 3

Throughout Reception- Phase 2,3 (and early phase 4/5 for greater depth) to be taught and applied in independent writing.

Interventions are planned by the teacher and implemented by the TA. Tracking forms are filled in after each sessions and the impact of these interventions are assessed each half term, with further details of progress highlighted on the EYFS cause for concern form. Children accessing these interventions (bottom 20%) are tracked on the EYFS intervention tracking grid and also on the cause for concern tracker. The 'Direct phonics' intervention program is used 1:1 for those children significantly below expected levels (bottom 7-10%)

Key Stage One

Throughout Key Stage One, Phonics will be taught through a daily session lasting 30 minutes. Planning comes from within the structure of Letters and Sounds and supported by some Read Write Inc resources. Key Stage One classrooms have a phonics display to support children using their learnt phonic skills within other curriculum areas. A strong emphasis is placed on children using and applying their phonics skills across the curriculum. There are other phonics displays around school to encourage children to develop their phonics skills (e.g. at lunchtime). Reading books that are sent home are explicitly linked to the child's phonic stage/phase, which is assessed termly. They are changed weekly in Year 1, when they are listened to by a member of staff. In Year 2, the children have a new home reading book when their book has been completed at home. This can be daily for shorter books but longer for capable readers

with longer books. The children also read these books to adult helpers in school.

Further opportunities to read are provided by reading buddies. Guided reading follows the book talk programme and is taught separately to phonics.

Children not working at age related expectations are supported in class by Teaching Assistants and the Teacher. Teaching Assistants often carry out interventions during phonic sessions

Specific interventions for children not secure at Phase 3/4 in Year 1 are carried out by a trained Teaching Assistant from Autumn term. In Year 2, children who failed the Phonics Screening Check or who are not secure at early Phase 5 will complete a specific intervention with a trained Teaching Assistant in the Autumn term. This can be in relation to teacher assessment or phonic screening check results and is planned with the class teacher.

The interventions in Year 2 revisit areas from the phase 5 letters and sounds as needed. During the summer term specific phonics screen test practice forms part of the interventions and includes nonsense word reading in preparation for the test.

Y1 and Y2 children are given spelling homework weekly. This focusses on common exception and high frequency words.

Expectations of Progression:

Year 1

Term 1- Phase 4 and Phase 5

Term 2 onwards- Phase 5

Term 5- Phonics Screening Check

End of Year 1- secure at mid/end Phase 5

Year 2

Term 1 and 2- Consolidation of Phase 5

Term 3-onwards Consolidation of Phase 5 and teaching Phase 6. Phase 6 is introduced and taught using the Ruth Miskin Get Spelling resources.

Key Stage Two

In Key Stage 2 pupils' prior knowledge is revised and extended following the objectives of the English Curriculum.

In addition, a daily discrete spelling session continues a systematic approach to learning to read and spell throughout the school. Y3 teach their spelling slightly differently due to the nature of their job share, spelling is taught within the English lesson and with a focussed 20-30 minute spelling lesson each week. The Ruth Miskin Get Spelling resources are used as a supportive tool to ensure spelling is taught progressively throughout KS2. Staff use the handbooks to support planning but may also plan their own teaching/activities in some sessions to ensure maximum impact. This allows teaching to be differentiated, appropriate and high-impact as well as systematically taught.

Children who enter Key Stage 2 who are still working within Phase 5 of Letters and Sounds, or are spelling or reading significantly below their chronological age (one year or more), are put forward for phonic and spelling intervention. These sessions are in addition to daily, discrete spelling sessions. This aims to enable children to catch up, make progress and work successfully with the rest of their class in spellings sessions. This may include the Supported Spelling programme or TA planned interventions.

For pupils who have needs of a more specific nature, such as dyslexia, a specialist teacher will complete a full assessment of their needs. Recommended actions will be followed carefully including multi-sensory techniques for learning, high-frequency words, ICT programmes, paired reading and Toe by Toe for example.

Differentiated guided reading sessions continue in KS2, using the Book Talk programme, and reading books continue to be matched to a pupil's phonic stage where appropriate. Home Reading Record books continue to be used throughout KS2. A new system, introduced Easter 2020, ensures all children's reading levels are assessed and then home reading books are given out appropriate to the child's level. Collin's Big Cat books are used.

At Deeping St James we place a high emphasis on the skill of editing and improving work. Throughout KS2 teachers plan and teach dedicated editing lessons which give children the skills to edit their work effectively. In KS1 editing skills are taught within phonics and English lessons (See Appendix 2).

Assessment and Monitoring

All EYFS and KS1 children's phonics progress is tracked on the 'caterpillar grids' from phase 2-5. These assessments are carried out termly and are used to identify gaps, inform planning and to support formal assessment grids (tracker).

Throughout Reception and Key Stage One children's progress is entered onto a Phonics Tracker each term (broken down into phases) and the information is then monitored and analysed by the Phonics Co-Ordinator each term. Any issues arising from this are discussed with the class teacher and questions are answered on the bottom of the data.

Specific interventions are recorded and tracking sheets are completed by the Teaching Assistant, these are then passed on to the class teacher to enable them to support this learning inside the classroom and to inform their assessments. Year 1 teachers specifically test, track and monitor progress towards the Year 1 Phonics Screening Check. This allows for the accurate planning and implementation of interventions. This information is shared with the phonics co-ordinator.

To monitor progression in spelling (KS2) and to allow staff to plan appropriately for the needs of the children, a pre and post assessment is carried out each half term. Children will complete a dictation task set by the teacher which focusses on the intended spelling targets for that term. This same dictation will then be repeated at the end of the term to assess progress and impact of spelling sessions. This will be used to monitor the teaching and coverage in spelling by the phonic co-ordinator. Staff will also complete the Get Spelling tracking grids each term. This will have a dot (.) if the spelling rule has been covered, a dash (/) if they partially understand the rule or a cross (x)

if they full understand and can use the rule. These grids will be monitored by the phonics co-ordinator to check for progression and coverage.

Children are tested on their ability to read and spell the words for their year group at the beginning and end of each year. In Reception and KS1 children are tested on their ability to read and spell the 100 and then 200 HFW (EYFS at the end of the year only). Year 2 children are also tested on the 64 common exception words. The scores from half termly tests are sent home so that parents can see progress made.

The Phonics Co-Ordinator and Head Teacher carry out regular Phonics observations to track progress and assess/support the quality of phonics and spelling teaching throughout the school. This includes observing Teaching Assistants as well as Teachers.

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Andrea Hines

Appendix 1

Phonics vocabulary list

Phoneme- single unit of sound- spoken

Grapheme- single unit of sound- written

Segment- break down words to spell

Blend- blend sounds to read

GPC- grapheme/phoneme correspondence

Digraph- two letters one sound

Trigraph- three letters one sound

Split digraph- two letters one sounds split by a consonant

Sound out- say the sounds in the word

Phoneme fingers- used to segment and blend

Dot and dash/ sound buttons- used to identify graphemes in written words

Appendix 2

Editing and Checking Skills

Editing and checking skills are very important skills to learn, and we ensure that we model and value these skills at Deeping St James.

Checking

A great deal of importance is given to the encouragement of the children to read through their work before presenting it to be marked after each lesson, as a strategy to develop self- reflection and self-evaluation, against shared learning intentions. This will hopefully reduce the number of errors that a child has in their work, especially errors that they have a clear knowledge and understanding of. A thought to be shared with the children:

“Give me your best and Ill teach you what you need to do next!”

Importance and time will be given at the end of each lesson to self- check and the children will be taught and trained to do this.

How we teach Editing at Deeping St James

Editing Sessions

Editing is encouraged throughout the English curriculum but is also taught through dedicated editing sessions termly in KS2 and within phonics sessions in KS1.

Editing is taught through a four step process:

1. Composition
2. Punctuation/Word Order
3. Grammar
4. Spelling

Children are taught how to edit each of these areas separately in editing lessons and then this 4 step process is fully followed when editing a final piece of writing.

Children may be given their own, a peer's or a teacher's written piece of work to edit. When they are given their own piece of work to edit, children are given at least a day between writing and the editing process. This allows for children to have a fresh perspective on their work.

Peer editing is a key part of the editing process. Children are encouraged to look at each other's work and support each other to edit and improve.

Each year group has their own criteria for each area of the 4 step process adopted from the English curriculum (EYFS for Reception) appropriate to the piece of work or shared learning intention. Each year should also include the previous year's expectations also.

Year	Composition	Punctuation/Word Order	Grammar	Spelling
R	They write simple sentences that can be read by themselves and others.			<p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some common irregular words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>
1	<p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> i. leaving spaces between words ii. joining words and joining clauses using "and" iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark iv. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>En1/3.1c add prefixes and suffixes:</p> <ul style="list-style-type: none"> i. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ii. using the prefix un– <p>using –ing, –ed, –er and –est where no change is needed in the spelling</p> <p>how words can join to make sentences</p> <p>joining words and joining clauses using 'and'</p>	<p>En1/3.1a spell:</p> <ul style="list-style-type: none"> i. words containing each of the 40+ phonemes already taught ii. common exception words iii. the days of the week <p>SPELL YEAR 1 WORDS CORRECTLY</p>
2	<p>En2/3.3c make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> i. evaluating their writing with the teacher and other pupils ii. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form iii. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> i. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<p>En2/3.1b add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Subordination (when, if, that, because)</p> <p>Coordination (and, or, but)</p> <p>Correct and consistent use of present and past tense in writing</p>	<p>En2/3.1a spell by:</p> <ul style="list-style-type: none"> i. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ii. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones iii. learning to spell common exception words iv. learning to spell more words with contracted forms v. learning the possessive apostrophe (singular) vi. distinguishing between homophones and near-homophones <p>En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1</p> <p>SPELL YEAR 2 WORDS</p>

				CORRECTLY
3	<p>En3/3.3c Evaluate and edit by:</p> <ul style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>En3/3.3d proofread for spelling and punctuation errors</p> <p>En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Use inverted commas to indicate direct speech</p> <p>n3/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials 	<p>En3/3.4b indicate grammatical and other features by:</p> <ul style="list-style-type: none"> i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech <p>En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>En3/3.1b spell further homophones</p> <p>En3/3.1c spell words that are often misspelt (English Appendix 1)</p> <p>En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>SPELL YEAR 3 WORDS CORRECTLY</p>
4	<p>En4/3.3c Evaluate and edit by:</p> <ul style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>En4/3.3d proofread for spelling and punctuation errors</p> <p>En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>En4/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials 	<p>En4/3.4b indicate grammatical and other features by:</p> <ul style="list-style-type: none"> i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech <p>En4/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>En4/3.1b spell further homophones</p> <p>En4/3.1c spell words that are often misspelt (English Appendix 1)</p> <p>En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>SPELL YEAR 4 WORDS CORRECTLY.</p>
5	<p>En5/3.3c Evaluate and edit by:</p> <ul style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing ii. proposing changes to vocabulary, grammar and punctuation to enhance effects 	<p>En5/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ii. using passive verbs to affect the 	<p>En5/3.4b indicate grammatical and other features by:</p> <ul style="list-style-type: none"> i. using commas to clarify meaning or avoid ambiguity in writing ii. using hyphens to avoid ambiguity iii. using brackets, 	<p>En5/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En5/3.1b spell some words with 'silent' letters</p> <p>En5/3.1c continue to distinguish between homophones and other words which are often</p>

	<p>and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>En5/3.3d proofread for spelling and punctuation errors</p> <p>En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>presentation of information in a sentence</p> <p>iii. using the perfect form of verbs to mark relationships of time and cause</p> <p>iv. using expanded noun phrases to convey complicated information concisely</p> <p>v. using modal verbs or adverbs to indicate degrees of possibility</p> <p>vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>vii. learning the grammar for years 5 and 6 in Appendix 2</p>	<p>dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>v. using a colon to introduce a list</p> <p>vi. punctuating bullet points consistently</p> <p>En5/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>confused</p> <p>En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>En5/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>En5/3.1g use a thesaurus</p> <p>SPELL YEAR 5 WORDS CORRECTLY</p>
6	<p>En6/3.3c Evaluate and edit by:</p> <p>i. assessing the effectiveness of their own and others' writing</p> <p>ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>iii. ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>En6/3.3d proofread for spelling and punctuation errors</p> <p>En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>En6/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <p>i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>ii. using passive verbs to affect the presentation of information in a sentence</p> <p>iii. using the perfect form of verbs to mark relationships of time and cause</p> <p>iv. using expanded noun phrases to convey complicated information concisely</p> <p>v. using modal verbs or adverbs to indicate degrees of possibility</p> <p>vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>vii. learning the grammar for years 5 and 6 in Appendix 2</p>	<p>En6/3.4b indicate grammatical and other features by:</p> <p>i. using commas to clarify meaning or avoid ambiguity in writing</p> <p>ii. using hyphens to avoid ambiguity</p> <p>iii. using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>v. using a colon to introduce a list</p> <p>vi. punctuating bullet points consistently</p> <p>En6/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>En6/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En6/3.1b spell some words with 'silent' letters</p> <p>En6/3.1c continue to distinguish between homophones and other words which are often confused</p> <p>En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>En6/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>En6/3.1g use a thesaurus</p> <p>SPELL YEAR 6 WORDS CORRECTLY</p>