



LONG SUTTON COUNTY PRIMARY SCHOOL PHONICS AND SPELLING POLICY

Introduction

This policy outlines the teaching, organisation and management of Phonics and Spelling taught at Long Sutton Primary School. We believe that Phonics plays a crucial part in helping children towards becoming confident readers and writers, and in paving the way for them to later learn spelling strategies, through the teaching of Spelling, that will enable them to write fluently.

This policy relates to children in the Early Years Foundation Stage, Key Stage One and Key Stage Two children who continue to receive regular Phonics teaching. This document is intended for all teaching and non-teaching staff, the school governors, parents, inspection teams and LEA.

Our Aims

- To ensure consistent practice and continuity in the teaching of Phonics and Spelling.
- To differentiate the teaching of Phonics and Spelling so that children of all abilities are given sufficient challenge, but still experience success.
- To teach strategies that will help children towards becoming fluent in their reading, and confident and accurate in their spelling.

Curriculum Entitlement

At Long Sutton Primary School we follow the principles of high quality, daily Phonics teaching outlined in The DfES document 'Letters and Sounds'. The 'Phases' of the document provide a structure for systematic Phonics teaching, which will be adapted by teachers to meet the needs of individual or groups of children. The teaching of Phonics is also supported by the use of fully decodable reading books. The document 'Progression in Spelling in the English Curriculum' will be used to guide teachers through the statutory requirements for spelling once children have completed and are secure at Phase Five ('Letters and Sounds').

Nursery

Phonics teaching will begin in the Nursery, and will predominantly be based around the seven aspects outlined in Phase One. These provide children with a wide range of speaking and listening activities and encourage them to 'tune into sounds'. Where appropriate, letter sounds introduced during Phase Two will be taught as children approach the end of their time in Nursery. Phonics may be taught through small group activities, rather than in formal teaching sessions.

Reception

Daily formal Phonics teaching, in sessions of approximately twenty minutes, will begin in Reception. Phases Two, Three and Four will be taught, with a strong emphasis on developing speaking and listening skills being maintained. Towards the end of the year, teaching may include the early weeks of Phase Five in order to continue to cater for higher ability children.

Key Stage One

Daily Phonics teaching will continue throughout Year One and for as long as it is needed for Year Two children. Key Stage One classes will be streamed and taught in ability groups. We expect that most children will be secure at Phase Five by the end of Key Stage One, and that for many the teaching of spelling rules and patterns will replace Phonics teaching during Year Two. In addition to daily Phonics sessions, Year One children will be taught additional spelling strategies within English lessons when appropriate.

Key Stage Two

Children who are not yet secure in the Phases of 'Letters and Sounds' may continue to receive systematic Phonics teaching for as long as it is needed throughout Key Stage Two. The purpose of this will be to enable children to become more confident readers. All Key Stage Two children will receive teaching on spelling rules and patterns, pitched at an appropriate level.

Intervention and Special Educational Needs and Disabilities

Where children are identified to be making significantly slower than expected progress in Phonics, intervention groups will be put in place to cater for their needs. Such groups are often led by Teaching Assistants, following planning provided by Class Teachers. We comply with the requirements set out in the SEND Code of Practice in providing for children with Special Educational Needs and Disabilities.

Resources

- DfES 'Letters and Sounds' document
- 'Progression in Spelling in the English Curriculum' document
- Other items that support the teaching of Phonics and Spelling – whiteboards and dry wipe pens, phoneme frames, magnetic letters, etc.
- No Nonsense spelling programme for Years 2-6

Assessment and Recording

Children in Nursery and Reception will be assessed against objectives, in appropriate age bands, for Reading and Writing outlined in 'Development Matters in the Early Years Foundation Stage'. Reception teachers will also complete a Phonic tracking grid at the beginning of Terms One, Three and Five, and at the end of Term Six, along with Key Stage One teachers who are still teaching from 'Letters and Sounds'. This shows the Phase, or part of a Phase children are currently working within, and tracks progress throughout each year. It also indicates starting points for teaching at the beginning of the school year. Assessment will be based on observations throughout daily Phonics sessions and individual assessments, where appropriate. Teachers will also observe how well children are applying Phonics in their reading and writing. At the end of Year One, all children will take the statutory National Phonic Screening Check. Those who do not achieve the required pass mark will receive appropriate intervention and re-take the test at the end of Year Two. Key Stage Two children still receiving teaching in Phonics should be tracked on the tracking grid used by Reception and Key Stage One teachers.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

Review – May 2019

Meg Barker
Phonics Subject Leader