



Waddington Redwood Primary School

A CURRICULUM POLICY FOR PHONICS AND SPELLING

Introduction

Reviewed	Spring 18
Next review	Spring 20
Statutory	No

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page.

At Waddington Redwood Primary School we believe that high-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. This will then allow them to concentrate on the meaning of the text.

Principles of high-quality phonic work at Redwood Primary School

The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

Beginner readers should be taught:

- grapheme-phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur and, therefore, enabling them to read the whole word
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.



High-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- it is multi sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
- it is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1.
- it is systematic, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children's progress.
- it is taught discretely and daily at a brisk pace at Foundation Stage, Key Stage 1 and, as required at Key Stage 2.
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Letters and Sounds

(outlined in 'Letters and Sounds: Principles and Practice of High Quality Phonics')

Letters and Sounds is designed to help practitioners and teachers to teach children how the alphabet works for reading and spelling. Systematic, quality phonics teaching is essential and is needed for children to achieve the goal of reading.

Letters and Sounds is designed as a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage 1 and as an intervention in Key Stage 2. However the teaching and learning of spelling, which children generally find harder than reading, will continue.

Waddington Redwood Primary School has implemented a programme whereby six structured phases are followed. However, in Letters and Sounds the phases are deliberately porous so that no children are held back or unduly pressured to move on before they are equipped to do so. Therefore, in Foundation and Key Stage 1 children are streamed into phased phonics groups.



Organisation of Phonics/Spelling

The children in the Foundation Stage have daily discrete phonics teaching by teachers and practitioners. The sessions last approximately twenty minutes. The phonemes are taught in the order of the Letters and Sounds document but using the Jolly Phonics actions/stories as part of a multi-sensory approach. In the classrooms there are also constant and enhanced activities within the environment for the children to access during independent learning. The activities have learning outcomes specifically planned from the Letters and Sounds document. Parents are invited to attend workshops which explain how phonics and early reading is taught.

The children in Key Stage 1 are streamed into phased phonics groups. They meet on a daily basis for twenty minutes. The Key Stage 1 classrooms have displays and resources for the children to 'apply' their knowledge from the taught sessions within other curriculum areas.

The children that did not pass the Year 1 phonics screening or the retake in Year 2 will have interventions for gaps in their learning or personalised learning within their spelling lessons in Lower Key Stage 2. The teachers continue to use Letters and Sounds where needed, alongside our spelling programme (appendix A).

Classroom Environment

In Foundation, Key Stage 1, ~~and~~ Lower Key Stage 2 and where appropriate Upper Key Stage 2 teachers develop the classroom environment to have an age appropriate display and resources that concentrate on both sounds, spelling patterns and key words.

Assessment and Monitoring

The Foundation Stage, Key Stage 1 and, where appropriate, in KS2 use daily AFL strategies and plan regular assessment activities to track children's progression in Phonics, in order to determine each child's level. All of these objectives and activities fully support the Letters and Sounds document.

The Foundation Stage and Key Stage 1 track all the children's progress each term on the school's database. Children in Key Stage 2 continue to track children that are still working at Phase 5 or below, supporting them alongside the spelling programme.



The classteacher identifies the level that each child is working at and then highlights which individuals or groups require further support. If further work on phonics is required this is then taught through intervention, delivered by teaching assistants and teachers, tracked by the classroom teacher and monitored by the Phonics Subject Leader.

If children that are being tracked in Key Stage 2 are making limited progress with the Letters and Sounds scheme then alternative schemes will be used. This will be delivered through learning Support and on a one-to-one basis.

Pupils' spelling is assessed using the following strategies:

- Testing - by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.
- Children aged 6 and above will take the 'Single Word Spelling' test three times a year (Autumn 1, Spring 1 and Summer 1). This will track pupil's age related progress.
- Rising Stars assessments

It is the Phonics/Spelling Subject Leader's role to monitor the data and intervention groups. The subject lead should also ensure that all members of staff involved in the teaching of Phonics/Spelling are fully updated with relevant training.



Appendix A

No Nonsense Spelling

The *No Nonsense Spelling* programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The No Nonsense Spelling programme

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum.
- has a clear progression through blocks of teaching units across the year.
- and comprehensively explains how to teach spelling effectively.

How 'No Nonsense Spelling' is organised

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily.
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

Each lesson is approximately 10 to 15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. The supporting re-sources at the back of each book can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the programme can be used.

Teaching sequence



The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session.