

Rokeby Primary School



Phonics and Spelling Policy

2019

Chair of Governors signature J Kenny

Headteacher's signature J James

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Person responsible for overseeing the implementation: **J James**



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Phonic and Spelling Policy

At Rokeby our aims are:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics
- and spellings throughout the school
- To differentiate phonic and spelling work according to the needs of pupils, so that all pupils are given
- sufficient challenge at a level at which they can experience success
- To give children the phonic knowledge and spelling strategies that will enable them to become fluent
- readers and confident writers.

These aims will be delivered by:

- Phonic and spelling lessons taught explicitly, frequently and regularly
- Careful differentiation for all ability groups, addressing the needs of children with special educational
- needs, including gifted children, based on ongoing formative assessment.

In Foundation Stage and Key Stage 1:

The teaching of Phonics and spelling at Rokeby Primary School will follow the teaching sequence set out in Letters and Sounds (the Primary National Strategy 2007 programme) alongside the 2014 National Curriculum for spelling patterns. Children in Reception and Key Stage 1 follow the synthetic phonics approach, using the 'Letters and Sounds' programme supported primarily in the Foundation stage by the use of 'Jolly Phonics' actions to go with the sounds, with additional resources including phonics play, espresso and phonic resources.

Nursery will introduce Phase 1 of Letters & Sounds. High quality phonics sessions will be taught daily in Reception and Key Stage 1 classes, enhanced by a multi-sensory teaching approach, aware of different learning styles including visual, auditory and kinaesthetic. The recommended programme in Letters and Sounds includes teaching tricky high frequency irregular words and the common exception words. It's an approach to teaching phonics in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words – we've produced a guide to help you with some of the terms and concepts on our curriculum page.

In Key Stage 2:

Years 3, 4, 5 and 6 continue to build on their phonic knowledge, started in Reception and Key Stage 1, to develop their spelling knowledge further in understanding the role of morphology and etymology (origin of words). Key Stage 2 will focus on the statutory word lists set out in the 2014 National Curriculum alongside no-nonsense spelling scheme.

Teachers will teach word work explicitly and regularly to all pupils. Children will be taught explicitly about the structure of words (morphology) with a growing understanding of the relationship between meanings and spellings where these are relevant. Little and often is the most effective method. Pupils who still need extra support with phonic work should be identified and targeted for intervention strategies if necessary (see SEND policy). In Key stage 2 all children have a spelling word bank at the front of their English books to address common spelling errors.

Information about Letters and sounds for parents

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practice and rapidly expand their ability to read and spell words. They are also taught to read and spell 'common exception words' – words with spellings that are unusual or those children have not yet been taught. These include the words 'to', 'was', 'said' and 'the' – you can't really break the sounds down for such words so it's better to just 'recognise' them.

Phase one will have begun in nursery. This phase paves the way for the systematic learning of phonics. During this phase especially, we plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. We teach a wide range of nursery rhymes and songs and read good books to and with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books. The children learn to identify rhyme and alliteration.

Ways you can support your children at home

- Play 'What do we have in here?' Put some toys or objects in a bag and pull one out at a time.
- Emphasise the first sound of the name of the toy or object by repeating it, for example, 'c c c c – car', 'b b b b – box', 'ch ch ch ch – chip'.
- Say: 'A tall tin of tomatoes!' 'Tommy, the ticklish teddy!' 'A lovely little lemon!' This is called alliteration. Use names, for example, 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'.
- Teach them 'Peter Piper picked a peck of pickled peppers'.

All teachers should ensure that they are aware of individual children's needs through formative assessment. Assessment may take the form of spelling tests, either in lists or given as a dictation sentence containing the words being taught. Spelling tests may be given weekly, but must be differentiated to give all children sufficient challenge while having the chance to experience success. Teachers will use a range of resources including Letters and Sounds, Jolly Phonics resources, Key words, spelling journals and weekly grammar skills checks.

Training class teachers and teaching assistants have ongoing training as part of inset days, focusing on letters and sounds, spelling patterns and resources.

Use of teaching assistants

Teaching assistants play an extremely important part in the teaching of phonics and receive training to support their role in the delivery of high quality phonic interventions.