



## PROCEDURES FOR TEACHING PHONICS AND SPELLING



Date of Policy: Sept 2014  
Responsibility: Literacy Leader  
Date of Review: Sept 2015  
Committee: CC

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### Aim

To raise standards of attainment for all pupils in reading and writing, by providing high quality phonics teaching and learning opportunities. To bring about effective learning based on current knowledge and understanding of how children learn best.

### Objectives

- To give children word work strategies that will enable them to become fluent readers and confident writers
- To give clear guidance on teaching expectations establishing consistent practice, progression and continuity in the teaching and learning of spelling and phonics throughout the school
- To differentiate spelling and phonics 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 ensure effective assessment is key to future learning

### Strategies

- Phonics is taught in a clear and structured way at the Tynings.
- In EYFS and Key Stage 1 teaching is guided by Letters and Sounds, published by the DFES in 2007, and supported by Jolly Phonics approach.
- In Key Stage 2 teaching is based on 'Support for Spelling' and National Curriculum 2014 objectives.
- Alongside direct teaching, children are also given opportunities across their Literacy work and in other curriculum areas to apply their new phonics and spelling skills. Shared reading, writing, guided reading, writing and independent work time is used to provide opportunities to consolidate and use their newly acquired skills.

### Year 1 Phonics Screening

- There is a statutory phonics screening test for all pupils in the summer term of Year 1.
- An on entry test is carried out by class teachers in October, further monitoring tests are carried out in line with assessment points (for all or some children where necessary); the results of these tests inform phonic groupings and teaching.
- The results of this test are published in the school's Raiseonline data and School Profile.
- Parents are informed of their child's score, if they have achieved the threshold or not, in their end of Year 1 report.
- If children do not reach the expected threshold, they are retested in the summer term of Year 2 and will be given targeted intervention to ensure they reach the expected level.
- Any child still not achieving the threshold in Year 2 will receive individual intervention in Year 3; consideration will be given as to whether they should be identified as SA, careful monitoring will be carried out.
- As the phonic screening test is based on Phase 5, all children, regardless of phonic ability, will have exposure to the content of Phase 5 throughout Year 1.

- Once children have completed the test, those who reach the threshold will immediately start working on Phase 6 letters and sounds, in line with the 2014 National Curriculum objectives.

### **Procedures for managing phonics and spelling teaching in EYFS and KS1**

- Phase 1 of Letters and Sounds should continue throughout Reception and Year 1.
- Initially the children are taught the phonemes using actions, songs and picture cues outlined by Jolly Phonics. .
- The following sounds are different from Jolly phonics and so we use the actions stated below.

Igh...has the action used for ie in Jolly phonics

Ur- has the action of surfing

Ow- has the action of flapping like an owl

Ear- has the action of pulling out ears

Air- has action of brushing hair

Ure- has action of holding nose as in manure

- When children are taught phonemes made of two or more letters they are asked to write the letters joined up so that they also develop the memory of the hand, in line with PenPals progression.
- All children in EYFS and KS1 have a daily phonics session. In EYFS the format of this session will vary according to the children's needs, by KS1 all children will have a session of around 15-20 minutes daily.
- Phonics teaching is delivered through differentiated whole class teaching, small group guided phonics teaching and, where appropriate, through cross year group, differentiated group teaching.
- Phased phonic groups/interventions are regularly monitored and reassessed; ensuring fluidity in groupings according to the needs of the children.
- Support staff are used effectively to support whole class teaching and to deliver small group phonics teaching. Responsibility for ensuring all children make expected progress remains with the classteacher.
- All phonics and spelling sessions should follow the clear pattern of Revisit and Review, Teach, Practise, Apply. (LCP Phonics Planning provides a good planning format that can be adapted. LCP Phonics planning is saved on the Teacher Shared drive in the Letters and Sounds file This planning can be altered to include more games and links to websites e.g. phonicsplay.com, iboard.com)
- Children are taught how to read nonsense and real words using their phonics sessions in such games as 'Buried treasure'
- Phonic reading scheme books allow the children to practise and apply their new skills.
- Phonic tracking sheets are used to show which phase children are working within. These tracking sheets are completed 5 times a year; in line with assessment points.

### **Procedures for managing phonics and spelling teaching in KS2**

- Children are taught phonics/spelling at least 3 times each week. This can form part of a literacy lesson, as a warm up, or small group guided session.
- Teachers plan activities to address all learning styles, including practical and engaging activities.
- Children who are not reaching related expectations will be identified and receive additional targeted phonics/spelling teaching. This can be delivered by their class teacher or support staff.
- There is a statutory word list for each year group included in the 2014 National Curriculum; this is incorporated, by teachers, into the teaching of spelling.

### **Resources**

- Practical activities to support blending and segmenting for reading and writing are given in Letters and Sounds and Progression in Phonics and Playing with Sounds. These documents can be found on the Teacher Shared drive in the Letters and Sounds file.
- Oxford Reading Tree Floppy Phonics provide worksheets, CDs and books to support learning (resources kept in library with guided reading resources)
- Education City is a great resource for supporting phonics and spellings teaching.

- Jolly Phonics resources are saved on the J drive; this includes jolly jingle songs, powerpoints and letter sounds.
- Free resources can be found on the 'Phonics Play' website.
- Further internet resources are displayed, and updated regularly, in the staffroom.

### **Classroom environment**

There should be reminders of the letters and sounds content learnt in all classrooms up to Year 2 and prompt cards should be available for the children who need them up to Year 6. In Key Stage 2 classes reminders of spelling patterns being covered in class should be displayed. Spelling journals should be kept from Year 2 and should be used throughout the rest of their time at the school.

### **Spelling**

All children in Years 1-6 will have spellings sent home every week. These will be tested in a class session once a week and new spellings given for the following week (alternatively termly overviews for each week can be provided at the start of term, clearly identifying which spellings will be tested in week).

- Spellings will be completed in the back of English Skills book.
- Staff will keep track of the children's spelling scores and where appropriate, talk to parents re: additional work/support to be done on certain spellings.
- The main focus of spelling teaching in the New Statutory National Curriculum is in looking at rules and patterns. Each year group or phase has specific guidance on which rules and patterns are to be taught.
- **Year 1:** Will follow the guidance in the New National Curriculum and link their spellings to the spelling rules applied when alternative spelling digraphs in Phase 5 Letters and Sounds are introduced. The children will be given 6 words to practise the new spelling and 4 common/tricky words.
- **Year 2:** Will follow the New National Curriculum guidance and link spellings to the spelling rules applied from Phase 6 Letters and Sounds; teachers will also use guidance in 'Support for Spelling' document. The children will be given 6 words to practise the new spelling/rule and 4 common/tricky words.
- **Years 3 – 6:** Support for Spelling is used for spelling in KS2. Teachers look at the spellings within the new curriculum and ensure that the rules and patterns to access the spellings are taught systematically. It is suggested that 10 words to go home each week to be tested but the amount of words sent out can be down to teacher discretion. Teachers will use the statutory word lists provided for Years 3/4, 5/6. Most children will be using the age-related spelling words.

Where appropriate SEN/intervention groups may have differentiated spellings appropriate to need and reflecting the phase they are working within.

The final week in each term will be a revision week where the children will be tested on any words from the spelling patterns that they have learnt that term. These will not be sent home as they are to see whether the children have retained the spellings patterns learnt.

### **Involvement of mums, dads, carers and other members of the family:**

Several opportunities are found for involving parents:

- Parents are also introduced to Jolly Phonics in Term 1 and introduced to the actions. Support sheets are sent home.
- through home learning;
- further workshops in school;
- providing curriculum information in Newsletters;
- parents working voluntarily in school;
- effective consultation meetings.

### **Equal Opportunity**

All members of the school community have the right to access good quality teaching and learning as part of our desire to offer an inclusive education. Teaching is differentiated to take in to account differing abilities and talents. Expectations are high for all. Barriers to learning need to be understood and overcome wherever possible. Issues related to unequal access or progress (e.g. gender or disability) are recognised and dealt with quickly. Cultural heritage and background is recognised and promoted.

### **Success Criteria for the effective use of this policy**

All, or an increasing number, of children are reaching the expectations set out in this policy, as shown by regular monitoring.

### **Monitoring and evaluation**

- Curriculum Leader monitors teaching and learning in phonics and spelling lessons through lesson observations, scrutiny of plans/work and interviews with children. This follows the timetable of the Monitoring, Evaluation and Review (MER) cycle
- Curriculum Leader monitors the effectiveness of classroom displays.
- After each piece of monitoring, a copy of the report is evaluated by the PLT to see if there are any hypotheses developing that can be tested by future monitoring.

### **Review**

Evidence and evaluations from the monitoring process will be fed back to the PLT for review. Any necessary steps will then be taken to address identified needs e.g. through professional development.