



PHONICS AND SPELLING STATEMENT

Introduction

A high quality phonics programme is delivered where systematic synthetic phonics is taught as the first and foremost strategy for teaching reading. In Checkendon Primary this phonics strategy is embedded within a language rich environment which gives pupils the best chance of becoming fluent, comprehending, confident readers. Spelling is initially taught through phonics in KS1 and then follows the national curriculum (2014) programme into KS2.

Aims

- to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- to differentiate phonics work according to the needs of individual pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- to enable children to become adept at decoding in order for them to become fluent readers and confident writers

These aims will be delivered by:

- daily 20 minute phonics sessions in KS1 and Reception with further support for children where necessary
- careful differentiation for all ability groups, addressing the needs of children with special educational needs, including gifted children, based on on-going formative assessment.
- careful deployment of staff and on-going training where necessary, in order for a high quality programme of phonics to be delivered.
- monitoring of phonics by literacy coordinator through observations, tracking and pupil progress meetings.

Key Stage 1

Teaching and Curriculum Content

In the Reception Class and Key Stage 1: Systematic, synthetic phonics is the first and foremost strategy for teaching reading and spelling. The teaching of Phonics will follow the teaching sequence set out in Letters and Sounds (the Primary National Strategy 2007 programme), supported primarily by resources from Jolly Phonics, with additional resources

such as Read Write Inc, Direct Phonics and Phonics Play at the discretion of the teacher. The teaching format of revisit, teach, practise, apply will be used to plan lessons which should be fun, fast paced and differentiated to the needs of pupils. 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.

Pupils will follow the Letters and Sounds progression of word lists and high frequency words. These will be sent home on word bears and tricky hats in the reception class and as word lists and tricky hats in KS1. Early readers will follow a phonics based reading scheme which includes books from Songbirds Phonics, Comics for Phonics and Read Write Inc.. Pupil's progression in phonics will be tracked until the end of phase 5.

Expectations in Phonics

- End of Reception Year- pupils to be secure in phase 4 of Letters and Sounds
- End of Year One- pupils to be secure in phase 5 of Letters and Sounds.
- End of Year Two-pupils secure in phase 6 of Letters and Sounds.

Expectations in Spelling

Year 1 – Phase 5 plus statutory requirements of new curriculum (attached) those requirements differing from phase 5 are outlined below.

1. The tch sound.
 2. Adding s and es to words (plural of nouns and the third person singular of verbs)
 3. Adding er and est to adjectives where no change is needed to the root word.
 4. Words ending –y (phase 6)
 5. Using k for the k sound.
 6. Compound words.
 7. Common exception words.
- End of Year 2-pupils to be secure in phase 6 of Letters and Sounds and have covered the additional spelling requirements of the new curriculum outlined below.
 - The s sound spelt c before e i and y.
 - The n sound spelt kn and gn at the beginning of words.
 - The r sound spelt wr at the beginning of words.
 - The l or el sound spelt le at the end of words.
 - The l or el sound spelt al at the end of words.
 - Words ending in il.
 - The igh sound spelt y at the end of words.
 - The or sound spelt a before l or ll.
 - The u sound spelt o.
 - The i sound spelt ey.
 - The o sound spelt a after w and qu.
 - The er sound spelt or after w.
 - The or sound spelt ar after w.
 - The suffixes, ment, ness, and less.

- Contractions.
- The possessive apostrophe.
- Homophones and near homophones.
- Common exception words.

Assessment

In the reception class and KS1: assessment will be on-going and formative. In addition pupils will be assessed using Letters and Sounds phase assessment grids which will be updated and monitored every half term. These will be continued until pupils are secure at phase 5. Pupil's progress will be entered onto Checkendon school phonics tracking grids which form discussion at pupil progress meetings termly. This ensures differentiation in teaching and intervention where necessary for each child.

Individual reading records for each child, monitoring the stage in word lists reached and the reading scheme level follow children from Reception into Key Stage 1.

Individual phonics reports are produced by Reception teachers for the Key Stage 1 teacher. These reports form part of the transition dialogue.

Key Stage 2

Teaching and Curriculum Content

Pupils who have not completed phase 5 need to attain this in KS2. In KS2 phonics is taught alongside spelling when there is a need. KS1 assessment information and teacher assessments will determine if pupils need to revisit whole phases and work through systematically or if they need discrete teaching on certain areas. Children who have not yet been taught phase 5 will be taught using Letters and Sounds. If pupils have been taught with Letters and Sounds but have not yet attained phase 5 then Ruth Miskin's Read Write Inc. is used as an intervention.

Targets and Expectations of Phonics

- Pupils not secure in all phases of Letters and Sounds by KS2 should continue phonics alongside spelling.

Targets and Expectations of Spelling

In line with the new curriculum 2014 pupils will be taught certain spelling rules in addition to those taught through "Letters and Sounds".

Year 3 and 4

- Revision from Years 1 and 2.
- Statutory requirements outlined in new curriculum 2014 (attached).
- Year 3 and 4 word lists (attached).

Years 5 and 6

- Revision from Years 3 and 4.
- Statutory requirements outlined in new curriculum 2014 (attached)
- Years 5 and 6 word lists (attached).

Roles and Responsibilities

The Literacy Coordinator will be responsible for monitoring and evaluating the application of this statement.

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