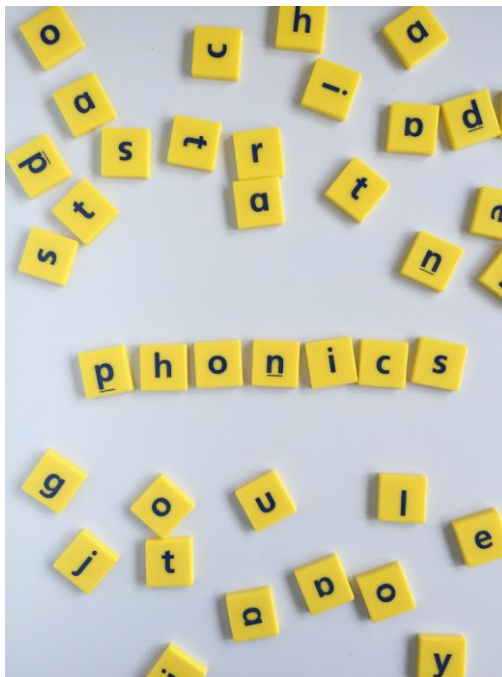




Phonics and Spelling Policy



Approved by: LGB

Date: February 2023

Last reviewed on: December 2024

Next review due by: December 2026

Harbury CE Primary School

To love, learn and grow together.

"Let us not love with words and speech but through actions and in love." 1 John 3:18



At Harbury, we passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. At Harbury CE Primary School, we aim for all of our children to become confident and fluent readers. We strive to teach children accurately and efficiently which builds on their growing knowledge, mastering phonics skills to read and spell as they move up through the school. We believe teaching every child to read is vital as we value reading as a crucial life skill. We encourage children to see themselves as readers for both purpose and pleasure.

Intent

At Harbury CE Primary School we are proud to offer the pupils a text rich learning environment where we foster the habit of reading so that children develop a life-long love of reading. We aim for all pupils to develop a positive relationship with reading and use Read, Write Inc to begin this journey. This a systematic and synthetic phonics programme supports the teaching of phonics, reading, spelling and writing throughout KS1 and beyond.

We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that all pupils:

Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills

Read common exception words on sight

Understand what they read

Read aloud with fluency and expression

Write confidently, with a strong focus on vocabulary and grammar

Spell quickly and easily by segmenting the sounds in words • Learn letter formation and handwriting skills.

Implementation

The Read, Write Inc programme is designed to create fluent readers and at Harbury CE Primary we aim to create fluent readers, confident speakers and willing writers.

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

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We group pupils homogeneously, according to their progress in reading. We make sure that pupils read words/ books that are closely matched to their rising knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. Pupils write at the level of their spelling knowledge using 'Fred fingers'. Daily, we encourage them to compose each sentence aloud until they are confident to write independently. The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – A good pace is the key to each session to ensure all children are engaged and on task.

Purpose - Every part of the lesson has a specific purpose.

Passion –It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Key Stage 1

Daily phonics in Reception, Year 1 and 2. Reception children are taught daily phonics lessons. In the first four weeks, children are taught the initial sounds (Set 1 Speed Sounds) in class groups. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan. Children also have 1:1 intervention times within free flow to support the children who need further practice with speed sound recognition and blending. It is our aim that all children in Reception are at green/purple RWI band at the end of the year to be on track to achieve the expected standard for the Year 1 phonics screening check.

The daily RWI lessons lasts for approximately 40 minutes. This lesson starts with a 10 minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 5-day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities. Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.



Children in Year 1 complete the phonics screening check at the end of the year. It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2. Classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Monitoring and Assessment

We assess all pupils following Read Write Inc. Phonics using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly.

- Regular assessments ensure that children receive targeted teaching quickly according to their needs.
- Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.
- Teachers are trained to teach Read Write Inc. Phonics and through CPD it ensures all teachers use the same language, routines and resources to teach children to read.

Key Stage 2

By the time children reach KS2 we aim for all to have completed the RWI phonics programme. Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention (to ensure they catch up with their peers). A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics. RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology texts rather than story books.

Home reading

- In KS1, pupils take home RWI and a RWI Book Bag decodable books matched to their reading level.
- Children from Reception onwards have home reading records. The parent/carer records comments to share with adults in school and the adults will write this on a weekly basis to ensure communication between home and school.



Reading for pleasure

- We read to children every day at whole school class story time. We choose these books carefully from our reading spine of high quality texts
- We ensure that classrooms have an inviting reading corner and encourage children especially in Reception to access it every day during free flow time
- We encourage reading for pleasure in school time allowing children to access story time
- Teachers regularly read a wide range of stories, poetry and non-fiction to pupils

Spelling

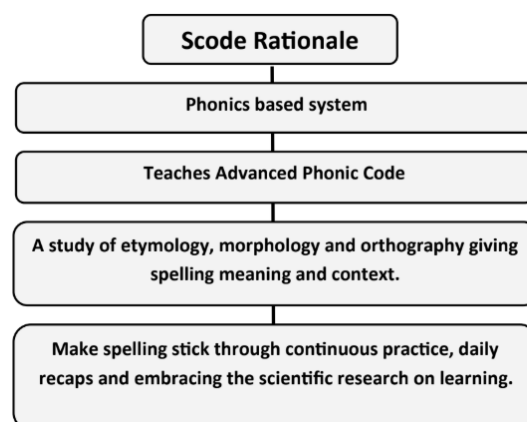
From Year 2 onwards, pupils are taught the age-related spelling content using a published scheme called 'Scode'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

Organisation of Scode:

- In Year 2, pupils participate in three spelling sessions per week
- In KS2, pupils participate in six spellings sessions across two weeks

Our pupils are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading and shared writing.

The Scode rationale is summarised in this diagram below.



This scheme teaches the spelling requirements of the National Curriculum for years 2-6 by teaching

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children the Advanced English Phonic Code. The National Curriculum (2013) states; 'The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology'.

Scode Rationale

Make spelling stick through continuous practice, daily recaps and embracing the scientific research on learning. A study of etymology, morphology and orthography giving spelling meaning and context. Teaches Advanced Phonic Code
Phonics based system

It is widely accepted that English is a complicated language to learn, especially when it comes to writing. In short, the English alphabet is made up of 26 letters, these combine to make the 44 sounds or phonemes we speak. However, when it comes to the writing/spelling of these sounds there are over 150 combinations or graphemes.

Approaches to Teaching Spelling

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules including etymology. Moreover, we promote the *learning* of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

Our pupils use a Spelling Journal which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with their parents. In pupils theme books they all use 'have a go' sheet which enables pupils to try the spelling first before asking an adult.

Dictionaries

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Oxford English Dictionary. This ensure that our pupils make progress in their dictionary skills from EYFS through to Year 6 and beyond.

Applying the Learning

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go'
- Personal spelling journal
- Dictionaries

Marking and Feedback

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In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings of high frequency words are identified. When returning to look at feedback, our pupils are asked to practise each correct spelling three times. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

Assessment

The assessment of spelling is in line with the school's Assessment Policy.

There is little evidence that learning spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Harbury CE Primary School, our assessment is mainly through assessment in context. For example:

- Spellings in an unseen, dictated sentence
- Spellings in independent writing
- Evidence in Spelling Journals
- Regular 'quizzing'
- End of half-term spelling quiz of 15 age-appropriate words

Inclusion

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up.

Parental Involvement

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given opportunities to review spelling patterns as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our annual Key Stage meetings and through parental workshops.

In order to ensure success and enable deeper learning, we give our pupils no more than five words per week to learn at home. We encourage our pupils to spend some time every day learning these spellings. Spelling homework should reflect the strategies being used in the classroom.

Regular communication with parents, especially in relation to spelling is essential. In addition to our procedures for termly reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.



We deliver parental information workshops on the subjects of reading and phonics. During the first few weeks of term, we invite all reception parents into class to experience a daily phonics session.

Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- managing our school reading system
- provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment
- reporting to the school's Governing Body