

Curriculum Intent Statement for Phonics and Spelling

Our School Vision

“We aim to inspire the members of our community to follow God’s light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility.

In achieving our mission, we can all make a positive contribution to our global society.”

“I am the light of the world. If you follow me, you won’t have to walk in the darkness, because you will have the light that leads to life.” John 8:12

Curriculum Intent

At Seend Primary School, we believe that the curriculum should:

- open children's minds
- develop a sense of wonder about the world around them
- engage their natural curiosity
- inspire them to be life-long learners.

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children’s moral, social, cultural and spiritual development in support of our vision for the Seend School community.

Phonics and Spelling intent

We believe that by the end of KS2, children should have a solid understanding of the sound and spelling system and use this to read and spell accurately. This enables them to access texts that are inspiring and communicate their skills in a literary context. We build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic/spelling knowledge and skills.

Phonics and Spelling Implementation

The children in FS and KS1 follow the National Curriculum and the **“Letters and Sounds”** programme. This is supplemented, where necessary, by **“Jolly Phonics”**.

- FS – Phases 1-4
- Year 1 – Phase 3-5
- Year 2 – Phase 5+

Phase	Phonic knowledge and skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

- Phonics is taught daily and explicitly in the Foundation Stage and KS1. Letters and sounds is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1.
- Phonics is taught in an interactive way to engage all learners and we ensure learning takes place in a sequential way; revisiting previous learning and applying newly learnt sounds and spelling rules and revisiting them daily.
- Across the EYFS and KS1 children are taught the most frequently occurring words in English and are taught to spell many of them.
- At Seend Primary School, there is a range of decodable reading books available for the children to read which are matched to the phase they have been taught. We believe this ensures that the children can fully access the text they are reading.
- For specific children, 'Toe by toe' books are used as an intervention to build on phonics to increase their fluency and support their reading development.
- We differentiate phonics planning where necessary e.g. in Holly Class (split YR/Y1) to meet the needs of all children
- Phonics is planned for during child-initiated activities in the FS (e.g. phonic games) to provide ample opportunities to practice.
- Displays and sound mats are used in FS and KS1 to support teaching and learning

- Optional phonics and high frequency word activities are suggested to parents as home learning, to reinforce sounds taught at school
- Sound cards are also sent home to support the learning of a sound pattern
- In FS and KS1, key words/spelling patterns are sent home for children to learn with parents. These are tested on a regular basis
- In KS2, spelling is taught at least 3x a week using the national curriculum. This is done as a discreet spelling lesson and as part of spelling and grammar warm ups at the beginning of an English lesson. Weekly spellings are given to the children and tested at the end of the week
- In KS1 and KS2, children are encouraged to check their writing for spelling errors, before and after teacher feedback (verbal and written). This is done 1:1 with children in KS1 and with progressing independence in KS2

Phonics and Spelling Impact

To ensure the children have a solid understanding of the sound and spelling system and use this to read and spell accurately, the following takes place:

- Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Children who do not pass, re-sit the test in Year 2
- We record on Pupil Asset (x3 a year) to identify whether the children are on track to pass the test
- This data is discussed during pupil progress meetings, to monitor whether the children are on track to pass the test
- Termly assessments are made by teachers and monitored to track progress
- Letters and sounds assessment booklets used in FS and KS1 if appropriate for specific children
- Opportunities for applying and improving phonic skills are taken during 1:1 reading with an adult
- Children in Year 6 take the yearly statutory assessments for Spelling as part of the Spelling, Punctuation and Grammar test (SPaG)