

Phonics and Spelling Policy

(including phonics intervention)



Rocket Phonics

WHAT IS SCOD?

- Synthetic phonics spelling scheme.
 - Years 2-6.
 - No spelling rules.
- Systematic, age-appropriate, engaging scheme based on the science of learning and memory.

Foundation Curriculum

Advanced Phonic Code

Etymology

The Power of Practising



Reviewed: February 2024

Adopted: December 2024

Next Review: December 2025

AIM

At St Nicholas CE Primary School, we believe that it is essential that all children become confident, successful, fluent readers and spellers. To do so, we aim for all children to develop competence in word reading; promote and develop language comprehension; and ensure that throughout their time at St Nicholas CE Primary they experience a range of high-quality texts leading to a strong reading culture. We believe in the importance of teaching children systematic synthetic phonics as a firm foundation for reading. Being able to read most words 'at a glance', supports children in being free to focus on the meaning of what has been read.

Phonic knowledge should continue to underpin spelling after Key Stage 1 and alongside other knowledge such as etymology and morphology. Therefore we use the Scode synthetic phonic spelling scheme in Key Stage 2.

At St Nicholas C of E Primary in EYFS & Key Stage 1, we:

- Teach Phonics daily.
- Introduce two new sounds a week and one Common Exception word
- Follow a systematic synthetic programme with fidelity (Rocket Phonics)
- Ensure that all children participate in high-quality phonics sessions
- Track children from the start to ensure that no child falls behind
- Provide additional support for children at risk of reading failure
- Ensure all staff are experts in the teaching of reading
- Appoint designated phonics lead
- Develop strong relationships between home and school
- Provide fully decodable reading books that are carefully matched to the child's developing phonics knowledge and do not require children to use other strategies to read new words
- Promote a love of reading - Ensuring children apply their phonic knowledge in reading and writing across the full curriculum

At St Nicholas C of E Primary in Key Stage 2, we:

- Teach spelling 3 or 4 times a week using the Scode Spelling scheme, Incorporating:
 - Synthetic phonics, etymological and morphological knowledge.
 - Curriculum words which are explicitly taught more than once.
 - Daily recaps designed to strengthen learning and lead to fluent recall.
 - Prior learning revisited at every opportunity.
 - Distributed practice across time and activities.
 - Built-in assessment opportunities.

PROGRESSION

Early Years Foundation Stage:

- High Frequency/Tricky words learnt once a week.
- Rocket phonics books start in September (booklet 1).
- Children finish booklet 3 by Summer term.
- Spellings are focused on through daily reading and writing opportunities.
- Every Friday, the children learn a Common Exception Word to read and spell.
- High frequency words are sent home after they have been taught to consolidate.

Years 1 and 2:

- Monday – Thursday daily phonics lessons from booklet 3-6. Every Friday, the children

learn a Common Exception Word to read and spell.

- Year 1 practice reading and spelling Common Exception Words weekly as they come into school.
- Learn a range of subject specific vocabulary and their definitions.
- Phonics intervention for those children who are not on track to pass the Phonics Screening Check in Year 1 will be through Rocket Phonics booklets. Children who do not pass the Phonics Screening Check in Year 1 will continue to have intervention into Year 2. During year 2, they will retake the Check again in the same week as Year 1.
- Children read a new reading book weekly in class and this book is sent home to read. The book has words with the last 4 sounds taught (where possible).
- Phonics homework is given weekly to recap the two sounds taught that week.

SCHOOL ENVIRONMENT AND RESOURCES

The Rocket Phonics wall freeze flashcards and sounds mats are visible for use in every Reception and Key Stage 1 classroom. These sound mats are also available in all other classrooms for those who need them to support their learning.

Children will read fully decodable reading books carefully matched to their phonics learning to practise newly acquired phonics sounds. They will also be reading books that allow them to develop fluency in sounds they have already learnt.

To support our families with home learning, pupil planners contain the first 200 high frequency words, phonics sound mats and common exception words that should be learned by the end of Key Stage 1.

INCLUSION

We are aware that some children with SEND may need longer to master particular areas of the curriculum, such as learning to read and write. The aim of Rocket Phonics and Scode is that all pupils, regardless of SEND, are included in the main teaching input. Subsequent, phonics or spelling provision for SEND pupils might include adapted lesson activities, additional resources, in-class support or additional intervention.

EXPECTATIONS and support at home

In EYFS and Key Stage 1, all children will be given a new reading book to read at home each week. Reading stickers are given when children's planners have been signed at home. The expectation is that the children read at least 3 times a week, but ideally approximately 10 minutes per day. Phonics homework is completed weekly.

In Key Stage 2, we use the Accelerated Reader Program to guide, track and assess children's reading practice. This is one part of the rich reading diet our children enjoy. We ask parents/ carers to read at least three times a week with their child and record this in their home-school planner. This is checked weekly by the class teacher.

ASSESSMENT

Regular assessment will be used to keep children on track. At the end of each booklet in EYFS and Key Stage 1. Teachers use their summative assessment from the scheme to review interventions. In Reception, Year 1 and Year 2 intervention groups and regular assessments are completed to ensure children are recalling the sounds they have been taught. Pupil progress is tracked and monitored closely and is regularly shared with families by sending assessments home with a covering letter. Families play an active role in supporting their children. In the Summer term, all Year 1 children take part in the Phonics Screening check, a national statutory check on children's phonological awareness. Those children that do not achieve the threshold score for meeting the

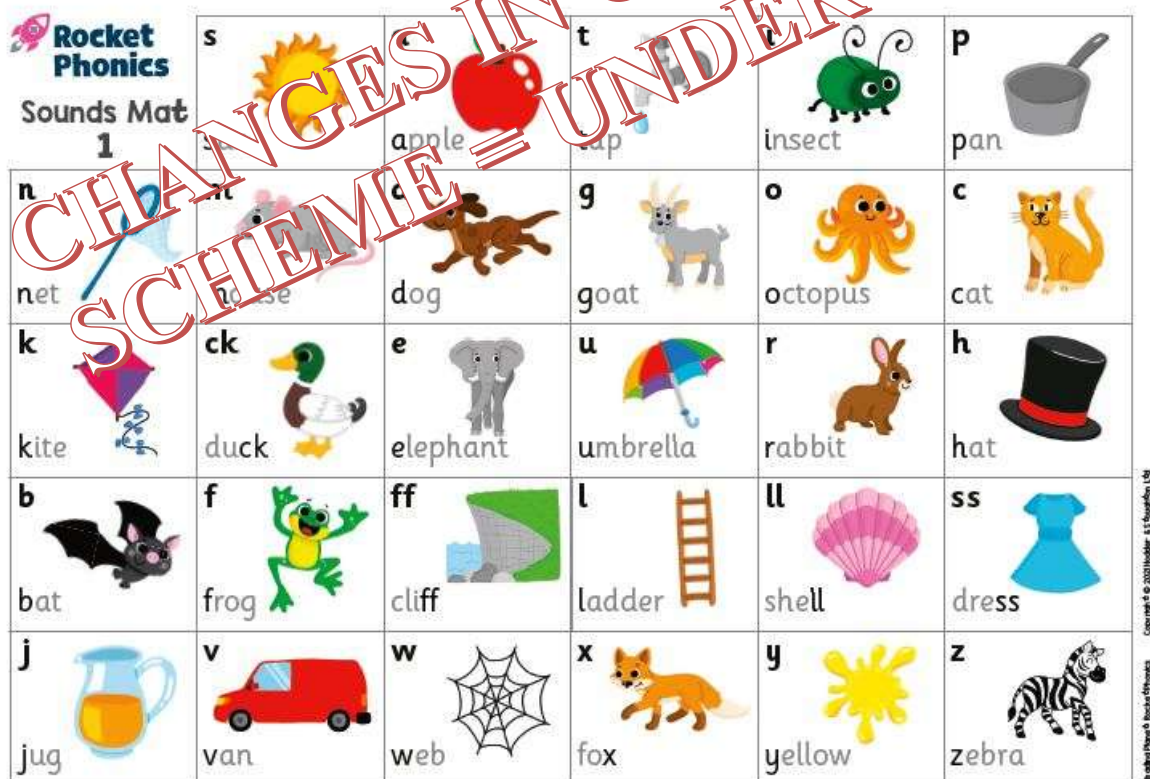
standard, will repeat the check in the Summer term of Year 2 and need to have carefully planned phonics sessions alongside additional intervention to ensure there are no gaps in their phonic knowledge.

In Key Stage 2, Accelerated Reader enables staff to set targets, monitor reading progress, reward effort and achievement in reading and support in closing gaps as well as analyzing any problems. Star Reader tests are completed termly in order to ensure that books are closely matched to the children's needs (using the ZPD numerical system) and to provide reading ages. Reading ages and ZPDs are shared with parents and carers via planners and in parent consultations.

MARKING

Children are encouraged to spot their own spelling errors in their written work and make the appropriate corrections. Children are given time to read through their work using a different coloured pencil (EYFS & Key Stage 1) or purple pen (Key Stage 2) to edit their spelling errors. They are encouraged to be resourceful through the independent use of word walls, phonics displays, wordbanks and/ or dictionaries to check their spelling. When marking written work, the teacher will identify a selection of errors appropriate to the age and ability of the child.

Sound Mats



Rocket Phonics Sounds Mat 3	i child 	i-e time 	ie pie 	y spy  happy 	o-e rope 
ow  snow	oe toe 	o piano 	ey key 	u unicorn  push 	u-e cube  flute 
ue statue  blue 	ew news  screw 	er herbs 	ir bird 	ou cloud  soup  shoulder 	oy toy 
au astronaut 	aw strawberry 	oul should 	a father 	al palm  ball 	ear ear  earth  bear 
or  world	eer deer 	ere here  there 	are  square	our four  colour 	ore more 

Rocket Phonics Sounds Mat 4	oor door 	augh daughter 	ce celery 	ci city 	cy cycle 
ge germ 	giraffe 	gy gymnast 	ea bread 	se cheese  house 	ce fence 
ch chef  school 	dge bridge 	ge package 	o mother 	le bottle 	ed mixed  drilled 
mb comb 	kn knot 	gn sign 	wr writing 	tch hatching 	s si ge treasure  television  collage 
ture picture 	y pyramid 	sc scissors 	st whistle 	(w)a (qu)a watch  squash 	ti ci ssi station  musician  percussion 

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- Lesson 2**
- /f/ fun** This is the sound we will be looking for today
- /v/**
- Bumble** **Foreign** **Parts** **Frequency**
- Break these words down into smaller parts - this is a great hint for spelling
- | | | | |
|--------|---------|-------|-----------|
| bumble | foreign | parts | frequency |
| | | | |



- Avoid the use of letter names – especially when introducing the advanced code.
- Ensure children understand the meaning of the words they are being asked to spell.
- Allow them to hear these words in context.
- Expose children to a range of words that share a common sound and code.

- Spelling - Spelling codes can make difficult words sound easier. Eg chin/ache
- Etymology - word origins are also included
- Spelling - Spelling codes need to be applied & practised

- Break (or split) words down into smaller parts is a pure spelling skill.
 - Allows children to hear or identify sounds in words (avoids trying to spell the whole word.)
 - Clap out or run under chin,
 - Split words into syllables – each smash will contain a vowel.
 No hard fast rule. Don't stress the stresses or the syllables!

- Sounds and codes
- Curriculum words
- Words with this code
- Growth mindset quotes
- Daily recap
- Tasks/answers
- Code overlap diagrams
- Plenary slide

- Code Overlap
- Be explicit. Especially in relation to suffixes and apostrophes.
- Every task has a clear focus – share this with children.
- Continue this good practice outside of Code sessions.

- Structured home learning and word lists
- intervention/fill gaps
- identical format

The image shows a sample of a 'Forma de calcularea cheltuielilor de deplasare' (Travel Expense Calculation Form) from Romania. The form includes fields for employee name, position, travel dates, and a table for recording travel expenses. It also features a section for 'Observații' (Remarks) and a signature line.

Use for intervention
(need to be printed off)