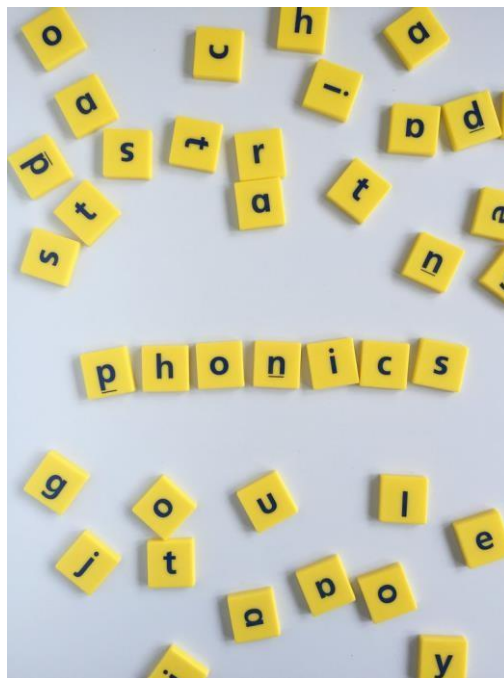


Phonics and Spelling Policy

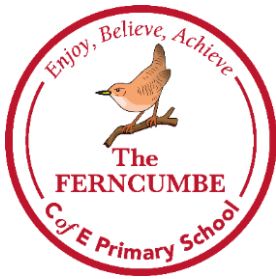


Approved by: LGB

Date: January 2026

Last reviewed on: January 2026

Next review due by: January 2028



At The Ferncumbe, 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 The Ferncumbe CE Primary School, we aim for all of our children to become confident and fluent readers. We strive to teach children accurately and efficiently, building on their knowledge to enable them to master phonics skills to read and spell as they progress 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 The Ferncumbe CE Primary School, we are dedicated to enabling all children to become confident and fluent readers and we are proud to offer a text rich learning environment. Our priority is both the teaching of reading skills and fostering a culture of reading for pleasure, inspiring an appreciation of our rich and varied literary heritage. We aim for all pupils to develop a positive relationship with reading and use Read, Write Inc to begin this journey. This rigorous systematic synthetic phonics programme supports the teaching of reading, spelling and writing throughout KS1 and beyond.

We want all pupils to begin their journey to read with confidence, developing a love of reading and applying 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

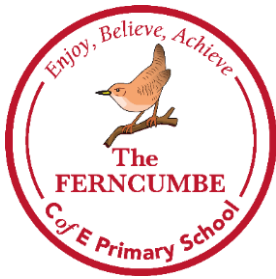
- Spell quickly and easily by segmenting the sounds in words

- Learn letter formation and handwriting skills

- Read and write with confidence, clarity and imagination

- Develop a broad vocabulary through reading a variety of high-quality texts

Implementation



The Read, Write Inc programme is designed to create fluent readers and at The Ferncumbe 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

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

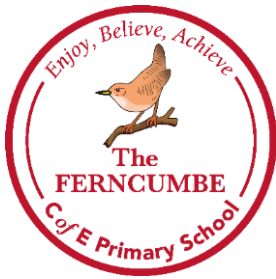
Passion –It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

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 30 minutes. This lesson starts with a 10 minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, decoding words, reading common exception words, decoding 'alien' words, and spelling. Children then read and understand the text in a book which is carefully matched to their phonics knowledge following a 4-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.

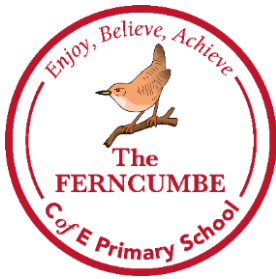
- Regular assessments ensure that children receive targeted teaching quickly according to their needs.
- Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given 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 Book Bag decodable books matched to their reading level. Children also have access to a wide range of banded reading books which they are encouraged to borrow to read for pleasure or as a book to share with family at home.
- Children from Reception onwards have reading records. The parent/carer writes



comments to share with staff in school and staff will write in records on a regular basis to record their reading with children.

Reading for pleasure

- We believe that a range of high-quality literature is key to motivating children to read and to develop their vocabulary and cultural capital. Adults model fluent and expressive reading when sharing a range of high-quality texts during class story time.
- We ensure that pupils have access to a broad range of literature in their classrooms and in the school library. Each year group has a recommended reading list which features a diverse range of fiction, non-fiction and poetry from a range of authors.
- The library squad regularly update and refresh displays of featured books in the library and enjoy recommending books to other children.
- We allow time for reading for pleasure in school to encourage good habits to continue at home

Spelling

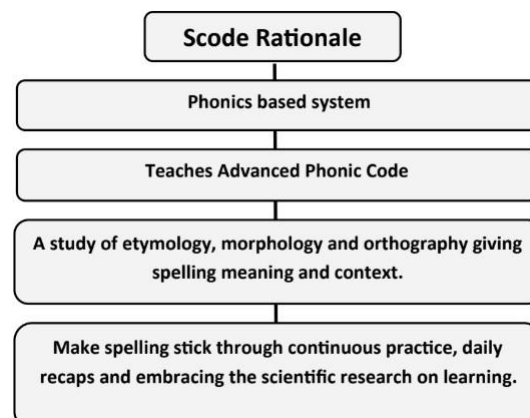
From Year 2 onwards, pupils are taught the age-related spelling content using a published scheme called 'Score'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year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

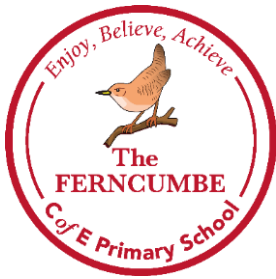
Organisation of Score:

- In Year 2 & LKS2 pupils participate in four sessions per week
- In UKS2, pupils have three sessions per week

Our pupils are also given regular opportunities to practise spelling during early morning work sessions.

The Score rationale is summarised in this diagram below.





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

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. Scode teaches the advanced phonic code, building on children's phonic knowledge that has been developed in RWInc.

Approaches to Teaching Spelling

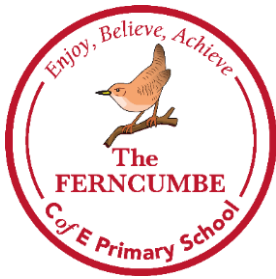
Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules including etymology. Moreover, we promote the *learning* of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling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

Our pupils use Scode workbooks in conjunction with personal spelling logs in the back of their Literacy books. These personal spelling logs encourage greater independence as children practise and refer back to previous spellings. Daily dictation in LKS2 provides opportunities to recap spelling as well as practise new spellings aligned to the Scode codes recently taught.

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'
- Use of personal spelling logs
- Dictionaries



Marking and Feedback

In addition, we place a strong focus on spelling in all marking and feedback. Spelling errors are clearly identified in children's work using yellow highlighter and pupils are given time to make corrections in purple pen. Marking of spellings are tailored to pupils and where a pupil has a significant spelling difficulty, teachers/LSAs are more selective in identifying the key words they want the child to focus on. Class teachers ensure that spellings from prior year groups are revisited and learned where misconceptions are identified.

Assessment

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

At The Ferncumbe CE Primary School, spellings are assessed by a combination of half termly assessments as well as regular assessment in context. For example:

- Baseline and end of unit Scode assessments are used each half term to monitor progress
- During assessment week, year group spellings are assessed that have been taught over the term
- Spellings are assessed in unseen, dictated sentences as well as independent writing
- At the beginning of Year 3, KS1 words are assessed and any gaps in knowledge identified

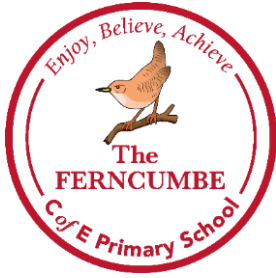
Inclusion

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 adapt 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 parent meetings and workshops. Each week, pupils in Years 1 & 2 will be allocated a list of 5 curriculum words to practise as part of their homework. From the Spring term, Year 2 will use spelling lists from Scode to match the codes being taught. In KS2, a list of the dedicated year group spellings from the split 3/4 and 5/6 lists will be stuck in homework books. Weekly lists of 10 words will then be set for the children to practice. These words will be formed from the Scode spelling lists, to match the spelling codes being taught. In weeks where there is no dedicated Scode list, curriculum spellings will be allocated for practise. Pupils who are unable to access their year group's spelling curriculum should practise words from their personalised key spellings list. The spellings set for homework will not be formally assessed by a weekly test but in KS1 & LKS2, these words will be used in dictation for further



practice and to monitor progress.

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