

**Brinscall St John's C.E./
Methodist Primary School**



Phonics and Spelling Policy

Date of policy: Autumn 2024

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Phonics and Spelling Policy

Intent

At Brinscall St John's we know that reading is a vital skill which enables children to fully access the wider curriculum and enable them to shine and develop a love for reading. Phonics is one of the building blocks to being a successful reader and writer so it is taught with rigour and focus. It is our intent that children become fluent readers by the end of KS1 and have access to a range of good quality texts that promote a love of reading and sharing stories.

What is Phonics?

In its simplest terms phonics refers to knowing the relationship between sounds and letters. This basic knowledge can unlock the pathways to fluent reading (decoding) and accurate spelling (orthography)

- This is the knowledge of how the alphabetic sounds works and how these sounds are combined to correspond to the spoken word.
- Phonemes are the sounds, which are made by blending letters to correspond to the spoken word.
- Graphemes are the written equivalent of phonemes.

Aims

- To present high quality, Systematic Synthetic Phonics lessons.
- To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling (across the curriculum and in their own independent reading), even though all words do not conform to regular phonic patterns, with the goal being 'automatic and effortless reading and writing.'
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns ('Tricky/common exception words').
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes to read words.
- To help the children to segment words into their constituent phonemes to spell words.
- To learn the blending and segmenting words are reversible processes.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.

Delivery of Phonics

- The teaching of phonics is based on Red Rose Phonics programme with fidelity to the scheme.
- Sounds are to be taught in a specific order following the Red Rose phonics scheme.

- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words. During teaching, pupils should be able to clearly see the adult's mouth in order learn correct pronunciation of sounds
- Blends are to be de-clustered, e.g. bl is two specific sounds b l
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling. Phoneme/sound buttons are used in phonics teaching to illustrate this.
- Phase 1 is completed in Foundation Stage 1.
- Phase 2 should be introduced in Foundation Stage 2 in Autumn Term, Phase 3 completed by the end of Spring Term and Phase 4 begun in the Summer Term (differentiated and streamed to allow for individualised pathways for learning whenever necessary)
- The aim is for Phase 5 to be secure by the end of Year 1 (This refers to the recognition of the alternative vowel phonemes for blending and reading rather than accuracy in segmenting and spelling).
- In the Summer term of Year 1 all children will be assessed using the National Phonics screening check. Those who do not achieve the required pass mark will complete the check again the following year after completing Fast Track Phonics in Year 2.

Organisation

Early Years

- On entry to school, children are assessed to set a baseline for their phonics level
- In the Foundation Stage, classes are organised to promote social skills and the development of spoken English, language and communication. Children work towards achieving the objectives of the Early Learning Goals for Reading during Reception and Year 1 until completion
- The Foundation Stage teaches phonics as described above and the transition from this to Key Stage One phonics follows the progression as outlined in Red Rose Phonics.
- All reading books are initially fully phonetically decodable and are linked to the letters and sounds taught within phonics sessions. They also include an increasing range of common exception and high frequency words to help build up a sight vocabulary repertoire.

Key Stage 1

- Phonics is taught every day for 20 minutes in Key Stage 1, as well as through guided reading sessions.
- The children are sometimes streamed for phonics. The groups are flexible in their constitution and children are regularly monitored and assessed.
- The whole class will be taught using the review, plan, teach, apply as suggested in Red Rose Phonics. Wherever possible the 'apply' part will be differentiated as appropriate.
- Pupils that are identified as needing additional support will be given support within an appropriate environment to address their needs during the Practise and Apply sections of the Phonics session.
- Pupils who still need extra support with phonic work should be identified and targeted for intervention strategies if necessary.
- Multi-sensory activities will be included in the teaching of phonics so that various teaching styles can be encompassed.

- Reading and spelling will begin with CVC words and progress to vowel sounds.

In Key Stage 2

We aim for phonics teaching to be completed before entry to KS2. However, for some children who need additional support, intervention will be provided.

- GPS (Grammar, Punctuation and Spelling)) are taught daily across school where appropriate.
- The daily allow children the opportunity to apply the grammar skills they are learning alongside handwriting and spelling.
- Spelling lists should include common tricky words, words from the spelling word lists for their key stage and occasionally mistakes derived from current work as well as words that reflect the word work currently being taught. It is essential that spelling lists are referred to in direct teaching and that these are reinforced through spelling assignments set for home.

Classroom Environment

In Foundation stage and Key stage one the classroom environment should have age appropriate displays concentrating on both sounds, tricky and key words.

All infant classes should provide opportunities to develop phonics skills through interactive areas or inviting reading areas/bookshelves/corners.

All children throughout school should have a weekly library slot to allow for application of reading skills and reading for pleasure.

Assessment

- All phonics assessments should be carried out by the class teacher/phonics group teacher under the supervision of the class teacher.
- The books children are given as home readers and for guided reading reflect the phase they are on in phonics and match the sounds they are learning. This enables children to practise and apply the sounds that they are learning in phonics.
- An online Phonics Tracker is used to assess children's progression in phonics at least every term. Staff are trained in the delivery and recording of data through this software which is rolled out across school.
- Phonic assessments should be passed on during transition to a new class to ensure continuity of progression.
- As a result of assessments, children are enabled to progress at their own pace and according to their own needs.

Inclusion

- It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be so that they can truly shine with the light of Jesus. We appreciate that some pupils, for example dyslexic learners, will have specific learning and assessment requirements. These needs are targeted through specific intervention (IDL program is used to support pupils with reading/spelling needs.) Other tailored intervention and support programs will be used to support children to achieve the targets on their Learning plans or areas for development identified by teaching staff.
- Teachers aim to include all pupils fully in their daily phonic lessons. All children benefit from participating in watching, and listening to, other children demonstrating and explaining their ideas.
- Differentiated work, appropriate to individual children's needs, is provided in the independent work time. For some lessons, extra adult support is also provided in the lower ability groups. S.E.N pupils have learning plans, which include specific English/phonics targets to be addressed.