



PHONICS & SPELLING POLICY

Autumn 2024

AIMS	<p>At Christ the King Catholic Primary School, we develop pupils' ability to recognise, blend and segment sounds for reading and spelling through a systematic, synthetic phonics programme, which is reinforced and further developed using a structured spelling scheme. Learning to read and write fluently is a priority for all children before they leave Christ the King Catholic Primary School and is integral for them to access the rest of the curriculum. We emphasise the importance of demonstrating high quality reading and writing throughout the curriculum in all year groups. Teachers show fidelity to the progression of our phonics programme from the Early Years to Year 2, before moving onto a progressive spelling scheme from Year 2 and throughout Key Stage 2. Lessons are well-structured, with a consistent and rigorous approach and there are opportunities to target specific children within daily lessons. Children with specific gaps in phonics knowledge are monitored and receive structured interventions in order to keep up or catch up with their peers and national expectations.</p>
APPROACH	<p>In line with National Curriculum and Department for Education guidance, we follow a systematic synthetic phonics programme to teach phonics. The 'Essential Letters and Sounds' programme has a clear, rigorous progression of teaching the grapheme-phoneme correspondences from EYFS through Key Stage 1 and is supported by a progressive range of fully decodable reading books.</p> <p>Phonics lessons are delivered using IWB resources supported by apply workbooks and decodable reading books. Teachers and children throughout school use consistent language and terminology when talking about phonics for reading and spelling. All classes delivering ELS have flashcards, sound charts and a wall frieze. ELS has a whole class, mixed ability approach with teachers and teaching assistants supporting children, at risk of falling behind, with intervention sessions either during the phonics lesson or in addition to the phonics lesson. Short and targeted interventions are used to close gaps following assessments in week 5 each term. These assessments are recorded on Phonics Tracker.</p> <p>Several opportunities are provided each day for practising the GPCs that have been taught to ensure that children retain what they have been taught. Children are expected to practise their phonics skills using decodable reading books, available either as a paper copy or as an ebook online, each day at home with parents. They are encouraged to read each book at least</p>

	<p>twice to develop fluency. Children will sometimes be given sounds or words to practise at home to help develop their blending and segmenting skills.</p> <p>Children who have not passed their PSC in Year 1 or who have phonics/fluency gaps as identified by diagnostic assessment and FFT reading fluency checks receive interventions. GPCs are retaught to groups of children and this is followed up with 1:1 interventions using the ELS programme. Children who are confident with blending sounds may move on to a reading fluency group intervention until they become fluent readers.</p> <p>‘ELS Essential Spelling’ Year 2 and ‘Essential Spelling’ Years 3-6 are our chosen spelling schemes, which are used to support the teaching and application of spelling patterns and rules. They build on the phonics instruction that the children have received prior to starting the spelling programme. Spelling is taught three times a week in 20-30 minute lessons from Year 2 Spring Term. Children receive a spelling activity or list to practise at home following taught sessions and are tested on these in school each week.</p> <p>We follow the lesson structure of review, teach, practise, apply and review in all phonics and spelling lessons so that children are familiar with routines and expectations. Spelling errors are highlighted to children in their written work with a strong focus on common exception words. Up to three words are practised by the child in order to consolidate their learning.</p>
RESOURCES	<p>All the resources needed to deliver the ELS daily lessons are provided on Oxford Owl, which includes IWB lessons for each lesson, grapheme tiles for the in-class interventions and workbooks for the apply section. In addition, staff are provided with the relevant flashcards, wall friezes and wall or table top sound charts to support the development of phonics and spelling in other subjects. Additional resources such as foam letter tiles, which help support the programme, are made available in school.</p> <p>We have organised our phonetically decodable reading books to follow the ELS progression and these are provided weekly to children who are learning phonics. These are carefully matched to their level of phonics.</p> <p>ELS provides an online training portal which is available to all staff to access, and includes an online handbook. This contains information on lesson structure, interventions, terminology, mnemonics and letter patterns.</p> <p>Diagnostic assessments and intervention plans are also accessible.</p>

	<p>Y2 ELS Essential Spelling continues to provide lessons in a similar format with online presentations and resources. Training is also provided online.</p> <p>Y3-6 Essential Spelling provides lesson plans with clear progression to deliver the National Curriculum spelling objectives from Year 2. It also has suggested activities to close minor or major gaps in spelling knowledge.</p>
EYFS	<p>The development of oral discrimination of sounds and recognition of environmental sounds begins in phase 1 in FS1. Oral blending is taught during daily routines throughout the day. Children are taught to recognise and correctly form one initial sound per week from the Spring Term of FS1. These Phase 2 GPCs are revisited in the Autumn Term of FS2 and they quickly progress onto Phase 3, 4 and 5 by the end of FS2.</p>
TIME ALLOCATION	<p>Phonics lessons are delivered daily in FS2 and KS1 classes. Lessons are approximately 25 – 40 minutes, depending on the age and development of the children. In FS2 these lessons may be delivered in shorter sessions until the children are able to concentrate for sustained periods. Additional time is spent practising reading skills using decodable readers which can be delivered whole class (using ebooks), or as paired, group and 1:1 reading.</p> <p>When children are ready to move onto ELS Essential Spelling, during Year 2, they then receive three 20-30 minute spelling sessions a week.</p>
ASSESSMENT	<p>Phonics tracker is used to track and monitor phonic progress every 5 weeks during planned assessment weeks or as required to track children following interventions. Data from this is monitored and reviewed by the Subject Lead and staff are guided to providing the most suitable support for children at risk of falling behind.</p> <p>Children are assessed in Summer Term Year 1 using the Year 1 Phonics Screen Check. Those who did not make the pass mark will be reassessed at the end of Year 2.</p> <p>FFT reading fluency assessments are made regularly from Summer Term Year 1 to assess fluency and pace.</p> <p>A diagnostic assessment is used to identify the most suitable intervention for individual children who are at risk of falling behind or for those children who are new to the school.</p>

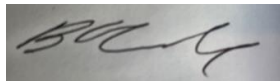
MONITORING AND REVIEW	<p>This policy will be reviewed on a bi- annual basis by the subject leader.</p> <p>The subject leader will monitor teaching and learning ensuring that the content of the national curriculum is covered across all phases of pupils’ education. The Curriculum committee of the governing body is briefed to oversee the teaching of early reading and phonics, and meets termly with the subject leader/ curriculum lead to review progress.</p> <p>Any changes made to this policy will be communicated to all teaching staff.</p>
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Signed by: _____

Date: 14/11/2024

Headteacher



Signed by: _____

Date: 14/11/2024

Chair of governors

Policy to be reviewed: Autumn 2026