



# PHONICS & SPELLING POLICY

**Autumn 2021**

<b>AIMS</b>	<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.</p> <p>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 Spring Term 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>
<b>APPROACH</b>	<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>The principles of ELS are based upon:</p> <ul style="list-style-type: none"><li>• the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans</li><li>• the use of consistent terminology by teachers, children and parents</li><li>• the use of consistent resources that support effective teaching</li><li>• repetition and reinforcement of learning</li><li>• regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'</li></ul> <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 wall frieze. ELS has a whole class, mixed ability approach with teaching assistants supporting children in class with a daily intervention session within the phonics lesson for a group of target children who are at</p>

	<p>risk of falling behind. In addition, short interventions are used to close gaps following termly or diagnostic assessments, which are delivered outside of the phonics lessons 1:1 with a teacher or teaching assistant. Several opportunities are provided each day for over learning 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 e-book online, each day at home with parents. They are encouraged to read each book at least 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>‘Essential Spelling’ is our chosen spelling scheme for Y2-6, which is used to support the teaching and application of spelling patterns and rules. 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 lessons are taught a minimum of three times a week in 30 minute lessons from Spring Term in Year 2. Children will receive a spelling activity or list to practise at home following taught sessions, and are tested on these in school each week.</p>
<b>RESOURCES</b>	<p>The Essential Letters and Sounds programme provides a handbook to support all staff who are new to the programme. This contains information on lesson structure, interventions, terminology, mnemonics and letter patterns. All the resources needed to deliver the daily lessons are provided 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.</p> <p>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>
<b>EYFS</b>	<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 GPCs are revisited in the Autumn Term of FS2. The ELS phonics scheme is used from the beginning of FS2 and taught in daily sessions.</p>
<b>TIME ALLOCATION</b>	<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</p>

	<p>readers which can be delivered whole class (using e-books), or as paired, group and 1:1 reading</p> <p>When children are ready to move onto Essential Spelling, using during Spring Term Year 2, they will receive three 30 minute spelling sessions a week.</p>
<p><b>ASSESSMENT</b></p> <p><b>MONITORING AND REVIEW</b></p>	<p>Phonics tracker or the ELS online assessment tracker are used to form a baseline check and then every 5 weeks during planned assessment weeks or as required to track children following interventions. A diagnostic assessment is used to identify the most suitable intervention for individual children who are at risk of falling behind.</p> <p>This policy will be reviewed on a bi- annual basis by the Phonics and English subject leaders. They will monitor teaching and learning ensuring that the content of the national curriculum is covered across all phases of pupils' education and that fidelity to the ELS program is maintained.</p> <p>The Curriculum committee of the governing body is briefed to oversee the teaching of history, and meets termly with the subject leader to review progress.</p> <p>Any changes made to this policy will be communicated to all teaching staff.</p>