



Phonics and Spelling Policy

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Purpose



We aim to teach a range of spelling skills that children can use independently when reading and writing. Systematic approaches across school aim to develop a love of language in order to allow children to access quality children's literature and express themselves well. We aim for all of our pupils to develop, to their full potential, the ability to communicate effectively and confidently for a wide variety of purposes and audiences.

Intent

At Abbeyfield primary Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We track children who have not passed the phonics screening check, or who are struggling with a phonics phase very carefully across Y2 and into KS2 to ensure that there are given the support to catch up with their peers. This includes our 'New to English' children who access Sienna class for bespoke, intensive language acquisition. These children have been identified because they urgently need to catch up, so the gap between themselves and their peers does not widen. Immediate intervention for these children include daily 30-minute phonics lessons based on the *Little Wandle Letters and Sounds* progression. As well as group lessons, these children are also timetabled to access individual phonics 'catch-up' lessons



based on the gaps identified in their half-termly phonics assessments. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching of Spelling in Key Stage Two

Throughout Key Stage Two, the majority of children follow the National Curriculum objectives and the Read, Write, Inc. Spelling programme, which is targeted at age-related expectations for spelling. The programme teaches spelling rules, key strategies to spell words that are difficult and covers age-related content for each year. This takes place twice a week and should include time to complete a spelling test. The children work their way through the RWI Spelling pupil book, which is split into different sections for each unit offering a comprehensive approach to teaching spelling. These sessions should be teacher-led with a flipchart used to support and enhance the scheme.

Each RWI Spelling unit contains the following:

- **Speed Spell** – Choose six words your children found the most challenging from the previous unit. Display these on your flipchart – the children use my turn, your turn to read and spell each word in the space provided in their practice book.
- **Spelling Zone** – Introduce the spelling rule/pattern using the interactive videos. Then complete the 'Spelling Zone' activity in their practice book.
- **Dots and Dashes** – Children complete the dots and dashes activity. Teachers will need to model doing this first and then go through the answers with the children.
- **Word Changers** – Children to work in their pairs to complete the word changers activity.

Assessment

At Key Stage One children's phonics class teachers monitor attainment on a daily basis during lessons. Teachers use formative feedback to monitor progress and identify children's strengths whilst highlighting areas for development and improvement. The phonics half term assessment is done every 6 weeks to assess progress and identify gaps in learning to help plan any keep up support they might need.

Children's knowledge of phonemes, graphemes and tricky words is tracked using the 'Little Wandle Letters and Sounds Revised' assessment sheets every half term or at the end of each phonics phase. The phonics leader leads this and carries out the assessments.

At the end of year 1 all children take part in a national phonics screening test. Children need to be frequently exposed, during phonics lessons, to nonsense words to prepare them for the phonics screening test.

All assessments should be kept in a class folder containing evidence of any 'Little Wandle Letters and Sounds Revised' assessment sheets, phonics screening tests, teacher analysis of assessments and phonics trackers.

Spelling progress is monitored throughout Key Stage Two through tests and marking. The learning of key words is also monitored for SEND children and pupils in phonics intervention groups.

Interventions/SEND

In key stage one, children who are working at a lower phonics phase than expected should receive additional and extra support in phonics. Children working at a lower phonics phase are taken in small targeted groups for additional phonics sessions delivered by class fully trained teaching assistants.



As children progress into key stage two, they are expected to be secure in phase 6 phonics. If a child still needs phonic tuition or is a new arrival, specific intervention as well as daily phonics lessons will be provided by a variety of members of teaching and support staff within the school using the 'Little Wandle Letters and Sounds Revised' phonics lessons and Keep-up programme.

Any child whose progress is limited, is discussed with the SENDCO, class teacher and writing subject leader. Relevant actions are made to address these concerns and any intervention work undertaken is tracked.

Family Involvement

Families are kept up to date with the teaching and progress of phonics in the foundation stage and key stage one through assertive mentoring meetings, school newsletters and observation sessions. Families are invited into school to watch a phonics lesson taught by their child's class teacher. The parent phonics observations provide the opportunity for families to see high-quality teaching, learn how to support their child at home with phonics and provide them with creative ideas for phonics games. We have sign posted on our website and social media platforms the link to the 'Little Wandle Letters and Sounds Revised' Website that offers guidance and support to the understanding of 'Little Wandle Letters and Sounds Revised' phonics scheme that we follow.

At key stage 2, targets are set at personal mentoring meetings for both spelling, punctuation and grammar at which families are present.

Monitoring and Evaluation

The subject leader for phonics and spelling will:

- Signpost staff to relevant CPD opportunities.
- Ensure there is a full range of relevant and effective resources available to enhance and support learning.
- Complete an audit of resources once a year to ensure they are in good quality including organisation of phonetically decodable books.
- Drop-in to phonics lessons for coaching and feedback.
- Monitor Learning Journeys to ensure that the skills progress throughout the school and that pupils are building on their prior knowledge
- Monitor phonics trackers and book band trackers as part of pupil progress.
- Monitor interventions taking place to ensure accelerated progress in phonics.
- Monitor that children have the correct decodable books

Policy Review

Staff will review the way that phonics and spelling is taught at Abbeyfield on a regular basis, in year group teams, key stages and as a whole staff. The next formal review of the phonics and spelling policy will take place within one year.



Appendix A – Little Wandle Progression

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into shepush* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words 	Review all taught so far



Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Appendix B – Book Band Record



Book Band Tracking: Class Name
Academic Year: 2021-2022

	September 2020 <i>Entry</i>	October 2020 <i>End of Aut 1</i>	December 2020 <i>End of Aut 2</i>	February 2021 <i>End of Spr 1</i>	April 2021 <i>End of Spr 2</i>	May 2021 <i>End of Sum 1</i>	July 2021 <i>End of year</i>
FS2 – Phonetically decodable books	Phase 2 Set 1 s a t p i n						
	Phase 2 Set 2 s a t p i n m d						
	Phase 2 Set 3 g o c k c k						
	Phase 2 Set 4 e u r h						
	Phase 2 Set 5 j v w x y z z z q u c h s h t h n g n k						
	Phase 3 Set 1						
	Phase 3 Set 2						
	Phase 4 Set 1						
	Phase 4 Set 2						
Year 1 - Phonetically decodable books	Phase 5 Set 1						
	Phase 5 Set 2						
	Phase 5 Set 3						
	Phase 5 Set 4						
	Phase 5 Set 5						

PM Benchmarking	Orange (Y1 EXS)							
	Turquoise							
	Purple							
	Gold (Y2 EXS)							
	White							
	Lime							
	Brown (Y3 EXS)							
	Grey (Y4 EXS)							
	Dark Blue (Y5 EXS)							
	Dark Red (Y6 EXS)							
	Black							