

Phonics and Spelling on a Page!

Intent

- To foster confident, fluent reading and spelling.
- To provide opportunities for all children to have the phonics and spellings skills and knowledge to prepare them for their future learning.
- To develop an understanding of spelling patterns and rules which can be applied to reading and writing.
- To develop a range of decoding strategies so they can be successful readers.
- To be able to confidently apply blending and segmenting skills to read words.
- To inspire a love and passion for reading through reading for pleasure.
- To develop children's understanding of phonics and spelling so that they can access high-quality, engaging texts and other stimuli.
- To ensure children are well prepared for the phonics screening check.
- To develop children's perseverance skills in order to take risks and develop their resilience.

Implementation

- High quality teaching.
- Stand-alone phonics lessons at least 4 times per week using Fast Track Phonics programme for children in lower school.
- Spelling, punctuation and grammar lessons at least 4 times per week for children in KS2.
- Spelling, punctuation and grammar are incorporated into daily writing lessons and stand-alone reading lessons in lower and upper school.
- Lessons are clearly sequenced and follow a progressive programme of study (based on the National Curriculum).
- Reading books are aimed at phonic level during lower school.
- Phonics and spelling support the use of adventurous vocabulary.
- Regular blue feed-forward marking to help develop children's spelling.
- Classroom displays support phonics and spelling.
- Dictionaries, thesauri and key words are available to support spelling.
- Learning ladders influence teacher assessment alongside Bench-marking/NFER/SATS summative assessment.
- Reading age, comprehension age and spelling age scores are completed termly.
- High quality texts and stimuli available for children to access in classrooms and the school library.
- Spelling homework in preparation for weekly spelling tests.
- Half-termly pupil progress meetings influence interventions.

Impact

- Children recognise the importance of spelling in their everyday lives.
- Children can apply their phonics skills across reading and writing in all areas of the curriculum.
- Children can confidently apply blending, segmenting and decoding skills across all areas of learning.
- Children can use a variety of strategies to correctly read and spell familiar and unfamiliar words.
- Children have a good knowledge of spelling high frequency and common exception words.
- Children can use the resources around them to support independent learning.
- Children are prepared for the next stage in their learning.
- Most children reach age-related expectations by the end of the academic year.
- Interventions support progress from individual starting points.
- Children demonstrate a broadening vocabulary through writing.
- *Phonics Screening results to be in line or above national.