

Rimrose Hope CE Primary School



Phonics and Spelling Policy

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Our Vision

At Rimrose Hope Primary we aim to teach high quality phonics to ensure the pupils have the best start possible in reading and writing and through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps under the Christian vision that nothing is impossible with God Luke 3:37

Intent

Good quality phonic teaching secures the skills of word recognition and decoding which allow pupils to read fluently. We believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year." Teaching staff lead Phonics lessons with confidence and enthusiasm, taking into consideration the needs of children with SEND and the most able. This allows all children to access our challenging curriculum and to feel confident in their phonetic ability. Children understand how to apply their phonics knowledge, supporting them in their reading, spelling and sentence structure.

This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for pupils who still need this further support.

Aim

We aim to help our children develop: enjoyment and pride in reading and writing abilities; a love and passion for reading is at the heart of an imaginative child. We aim to ensure children are excited about reading and writing using the skills gain in Phonics lessons to build confidence, perseverance. All children have

access to texts that are appropriate for their reading ability and are challenged through their lessons to ensure good progress is made.

Implementation

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading within EYFS/KS1 and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I phonic sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Delivery of Phonics

- Initial sounds are to be taught in a specific order
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be de-clustered. e.g. bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.
- Children are taught that some words cannot be read by blending and must be memorised (Red Words)

Nursery

Children will have the opportunity to enjoy books, rhymes, songs and play with letter shapes within a literacy rich environment. Use of 'Body Percussion' exercises will help children keep a steady beat during repeated refrains. Focussed group activities will support children in differentiating sounds. Children who are confident distinguishing sounds will begin learning Speed Sounds Set 1.

Reception

During the first term children will learn Set 1 sounds. The children will be taught as a class until the initial sounds have been taught. Assessments will take place in line with the other year groups every 6/7 week to ensure progress and continuity. Children may be grouped once all Set 1 Sounds have been taught in order to extend more able and support children who are at risk of falling behind. Once children have been taught the first set of sounds within Set 1 they will be given green words to practice at home.

Sessions will take place daily with follow up guided reading and handwriting sessions while children access continuous provision.

Key Stage One

Children will be assessed and grouped accordingly. They will receive daily 20-minute sessions followed up with guided reading and handwriting sessions. As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons children will practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead must use their letter-sound part knowledge. This is an important part of the Phonics Screening Test children complete at the end of year 1.

Once the children can confidently read and spell words containing all Speed Sounds they will move onto Spelling Mastery.

Children who do not achieve a Good Level of Development at the end of EYFS will receive daily RWI intervention led by a senior teacher.

Key Stage Two

Children who did not pass the phonic screening test at the end of KS1 receive additional phonic support and use the computer based Nessy Program regularly throughout the week. RWI. sessions will take the form of an interventions during the day, delivered by a dedicated RWI TA or Class teacher, each child must access an intervention daily to ensure progress and consistency.

All other children in Key Stage 2 are grouped according to their ability and attend daily lessons of Spelling Mastery (Mon - Thurs). Spelling teaching incorporates explicit instruction, multiple practice opportunities, and immediate corrective feedback. All children benefit from increasing the opportunities for academic call and responding. Our spelling lessons are characterised by regular

timetabling, direct teacher instruction, phonemic, whole word, and morphological techniques and immediate feedback. Teachers ensure that taught spelling skills are transferred independently within writing tasks. Children are actively encouraged to use the taught spelling strategies across other areas of the curriculum. Children are taught the skills to proof-read their own writing and in turn are encouraged to correct their spellings using the strategies taught in sessions.

Assessment and Recording

Children are assessed throughout every lesson. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story

Formal assessment is carried out half-termly using agreed format.

Inclusion and Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that every child, regardless of gender, race, culture, background and ability can experience education at an appropriate and challenging level. To ensure that children experience high standards of success, phonics needs to be taught with regards to children's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all children to participate effectively in curriculum and assessment activities. Individual teachers consider carefully the groupings they have.

Accessibility and Teaching Phonics to pupils with Special Educational Needs and Disabilities

We teach Phonics to all children, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Children with SEND are fully involved in RWI lessons as all children work in ability groups and teaching is geared to the speed of progress of each group. 1:1 support will be identified by the RWI lead teacher if required.

Able pupils are catered for as groups are based on ability.

Monitoring

The R.W.I. lead teacher will:

- Ensure EYFS and KS1 children are assessed and appropriately grouped according to their ability
- Observe sessions to give advice and to informally check that children are in the correct groups and making good progress
- Monitor progress of all children
- Model lessons and deliver staff training sessions

Remote Learning

In the event of children learning from home/remote learning the class teacher will ensure as follows:

- All phonics lessons are sent home via email with the Ruth Miskin Links attached
- Every sound taught during the time the child cannot access school should be sent home via Google Classroom without exception
- Reading materials will be accessible via Epic and Google Classroom
- Handwriting material will be accessible via Google Classroom
- Electronic devices will be provided upon request

Home Reading Books

As a reading school our children take home books that are phonetically decodable and closely matched to their phonic ability. The children use Read Write Inc books within guided reading sessions but take home a range of different schemed books which include the sounds they have been taught within their phonic sessions. We want to ignite a love of reading in our children and believe that children need to have the opportunity to apply their early reading skills taught by using a variety of fiction and non-fiction texts from different decodable schemes e.g. Big Cat phonics, Bug club books and Oxford reading tree phonics. Staff use the RWI groupings/assessments to ensure the books the children take home match their phonics phase so children can decode these books easily. All children can graduate from the Rimrose Hope Graduate Reading Scheme. This involves the children reading a set number of books during the

year. The books are a mix of contemporary and classic fiction by well-established and up and coming authors.

Appendix 1










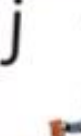
















Read, Write, Inc Patter

| Sound | Rhyme | Sound | Rhyme | Sound | Rhyme |
|-----------|--|------------|-------------------|------------|--------------------|
| m | Down Maisie then over the two mountains. Maisie, mountain, mountain. | ay | May I Play? | ea | Cup of tea |
| a | Round the apple, down the leaf. | ee | What can you see? | oi | Spoil the boy |
| s | Slide around the snake | igh | Fly high | a-e | Make a cake |
| d | Round the dinosaur's back, up his neck and down to his feet. | ow | Blow the snow | i-e | Nice smile |
| t | Down the tower, across the tower. | oo | Poo at the zoo | o-e | Phone home |
| i | Down the insects body, dot for the head. | oo | Look at a book | u-e | Huge brute |
| n | Down Nobby and over the net. | ar | Start the car | aw | Yawn at dawn |
| p | Down the plait, up and over the pirates face. | or | Shut the door | are | Care and share |
| g | Round the girls face, down her hair and give her a curl. | air | That's not fair | ur | Nurse with a purse |
| o | All around the orange. | ir | Whirl and twirl | er | A better letter |
| c | Curl around the caterpillar. | ou | Shout it out | ow | Brown cow |
| k | Down the kangaroo's body, tail and leg. | oy | Toy for a boy | ai | Snail in the rain |
| u | Down and under the umbrella, up to the top and down to the puddle. | | | oa | Goat in a boat |
| b | Down the laces, over the toe and touch the heel. | | | ew | Chew and stew |
| f | Down the stem and draw the leaves. | | | ire | Fire fire |
| e | Slice into the egg, go over the top, then under the egg. | | | ear | Hear with your ear |
| l | Down the long leg. | | | ure | Sure it's pure |
| h | Down the horse's head to the hooves and over his back. | | | | |
| sh | Slither down the snake, then down the horse's head to the hooves and over his back. | | | | |
| r | Down the robot's back, then up and curl. | | | | |
| j | Down his body, curl and dot. | | | | |
| v | Down a wing, up a wing. | | | | |
| y | Down a horn, up a horn and under the yak's head. | | | | |
| w | Down, up, down, up the worm. | | | | |
| th | Down the tower, across the tower, then down the horse's head to the hooves and over his back | | | | |
| z | Zig-zag-zig, down the zip. | | | | |
| ch | Curl around the caterpillar, then down the horse's head to the hooves and over his back. | | | | |
| qu | Round the queen's head, up to her crown, down her hair and curl. | | | | |
| x | Cross down the arm and leg and cross the other way. | | | | |
| ng | A thing on a string. | | | | |
| nk | I think I stink. | | | | |

Appendix 2

Letter Formation

Rhymes for letter formation - taken from Read Write Inc.

| | | | | | |
|---|---|--|---|--|--|
| <p>a</p>  <p>Around the apple and down the leaf.</p> | <p>b</p>  <p>Down the laces to the heel and around the toe.</p> | <p>c</p>  <p>Curl around the caterpillar.</p> | <p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p> | <p>e</p>  <p>Lift off the top and scoop out the egg.</p> | <p>f</p>  <p>Down the stem and draw the leaves.</p> |
| <p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p> | <p>h</p>  <p>Down the head, to his hooves and over his back.</p> | <p>i</p>  <p>Down the body and dot for the head.</p> | <p>j</p>  <p>Down his body, curl, dot for his head.</p> | <p>k</p>  <p>Down the kangaroo's body tail and leg.</p> | <p>l</p>  <p>Down the long leg.</p> |
| <p>m</p>  <p>Down Maisie, mountain, mountain.</p> | <p>n</p>  <p>Down Nobby and over his net.</p> | <p>o</p>  <p>All around the orange.</p> | <p>p</p>  <p>Down the pirates plait and around his face.</p> | <p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p> | <p>r</p>  <p>Down the robots back and curl over his arm.</p> |
| <p>s</p>  <p>Slither down the snake.</p> | <p>t</p>  <p>Down the tower, across the tower.</p> | <p>u</p>  <p>Down and under, up to the top and draw the puddle.</p> | <p>v</p>  <p>Down a wing, up a wing.</p> | <p>w</p>  <p>Down, up, down, up.</p> | <p>x</p>  <p>Down the arm and leg, repeat the other side.</p> |
| <p>y</p>  <p>Down a horn, up a horn and under head.</p> | <p>z</p>  <p>Zig-zag-zig.</p> | | | | |