Beaumont Primary School

Phonics & Spelling Policy

Date agreed: November 2023

Review date: November 2026

RATIONALE

At Beaumont Primary School, we place high value on the teaching of reading as we understand the impact it can have on a child's education and future. We understand the importance of teaching phonics daily in a systematic way to enable pupils to read and spell.

We believe that phonics is a means to an end. Alongside the high quality, systematic teaching of phonics, we also teach children to understand what they have read through discussion and whole class reading. It is also essential that when children have a secure phonological knowledge, they also have access to high quality teaching of comprehension and spelling rules.
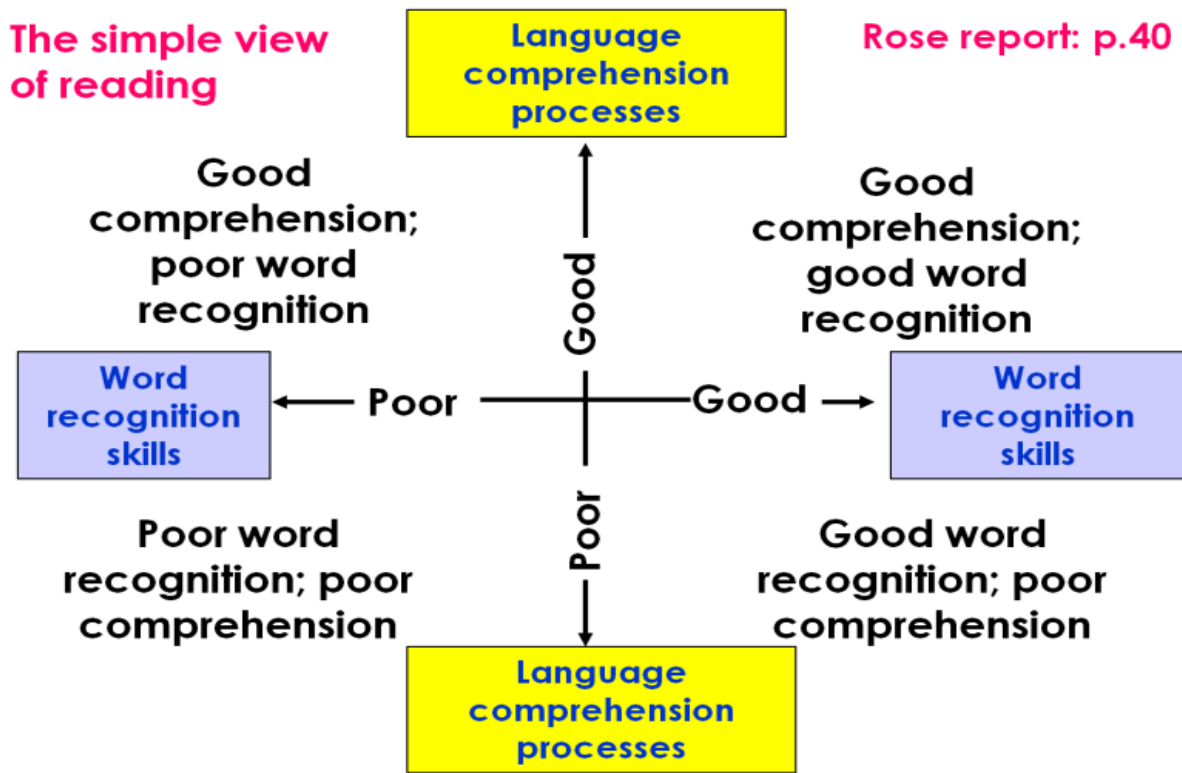
PROCESS

- In EYFS and Year 1, children have access to daily 15-30 minute phonics lessons which follows the phases by using the accredited Pearson Bug Club Phonics.

- Phase 1 starts in EYFS and the children progress through to Phase 5 by end of Year 1 (see appendix) Phase 5 is then recapped at the beginning of year 2 for those who need.
- Those children who do not meet the phonics requirements by the end of year 1 will have regular interventions focusing on phase 3 – 5 phonics.
- We use the 5-phase structure flexibly, especially in the case of the boundary between Phases 1 and 2. It is not necessary to teach the whole of Phase 1 before children are introduced to phonemes in Phase 2.
- From phases 2-5, children are taught to blend and segment syllables in words to read/spell polysyllabic words e.g. catnap
- When children can identify and apply the phonemes taught in each phase, they move on to the next phase.
- 'Tricky words' which are not phonetic are taught and consolidated in specific phases. Many of these words are included in the First/Second/Third High Frequency Word lists, this moves onto CEW word lists in Year 1. Children should be able to read and spell Bug Club phonics tricky words by the end of Year 2 and remain on track with CEW word lists too (overlap of Phase 6 and NC).
- Where possible, home reading books support the phonic phase the child is working on. The children receive a Bug Club/other phonic book which complements the phonic scheme used in school.
- Regular phonics training is available for all staff and parents through staff meetings, INSET days and workshops.
- Phase 6 overlaps with some of the objectives in the New National Curriculum Document and so there is a natural progression from the teaching of phonics to spelling. This is supported by the introduction of Spelling Shed.
- Although all children should have completed Phase 5 before entering Year 3, the school recognises that some children will not have made this much progress and therefore phonic intervention sessions will still be in place where necessary.
- Individual records must be kept and updated on a regular basis.
- In order to consolidate the phonological skills., extra phonics work and sounds can be sent home e.g. spelling lists to learn (HFW/ common exception words)

ASSESSMENT

- Ongoing assessments are recorded in phonics planning and more formal phonics assessments take place each half-term for Reception and Year 1, using an online phonic tracker. This culminates in the Phonics screening test at the end of Year 1. For Years 2-5, Weekly spelling tests on spelling rule words are carried out and termly checks on CEW word lists, will be

administered at three checkpoints in the year. Year 6 are tested using previous SATs tests. This data is to be used within our tracking system.

- Within phonics, pupils assessed in 4 areas:
  - o Phoneme-grapheme correspondence
  - o Oral blending
  - o Oral segmentation
  - o Non-word reading **(pseudo word reading (made up words)**
  - o KS2 pupils are assessed on their application of taught spelling rules as well as their phonological awareness

- Phonic phase and High Frequency Word assessments in EYFS and Year 1 are recorded on a half-termly basis through Phonics Tracker to ensure that progression is monitored throughout and ensures interventions are put into place for children who are not progressing.
- Children in Year 1 are assessed using the 'Year 1 Phonics Screening Check' in June. This is an assessment of children's oral blending of words including non-words (pseudo words). Children must read around 32 out of 40 words to pass the check.
- For those children who do not pass the check in Year 1, a re-check is administered in Year 2
- If pupils have not understood parts of a phase/stage, they will complete intervention/re-do until the learning is secure.
- Any pupils not making progress or who are working below age related expectations will be given intervention from a TA or teacher to allow for progress to be made.
- In situations where pupils regularly make below average progress, the SEND co-ordinator will be informed and an Individual Learning Plan (provision map) would be created at class level.
- If pupils do not reach stage 5 at the end of Year 2, they will continue with focused targeted phonics teaching appropriate to their level until they have completed the program. Once completed and they can use, apply and understand the program, they will then be taught the objectives from the New National Curriculum Spelling Lists.

THE TEACHING OF SPELLINGS

In Year 1-6, pupils will be taught using the Spelling Shed scheme of work within the Literacy Session. Pupils who are working below that level will be given targeted intervention and support and will be assessed regularly. Designated spelling sessions take place during the week and weekly spelling tests take place also. Spelling scores are recorded each week.

Lists of appropriate spellings must be provided on a weekly basis for the pupils to learn and apply.

Quota of spellings:

Year 1- 5-10 spellings
Year 2/3- 5-10 spellings
Year 4 – 10-15 spellings
Year 5 & 6 – 15-20 spellings

Spellings must be tested in a variety of ways including testing and dictation. This will ensure that pupils can apply the learned spellings within a context as well as learning the rule and rehearsing it. Previous spellings (from a spelling rule the children have learnt in the past) are re-capped during a test to check children's retrieval and correct usage of that rule.

Spelling must be taught. Wordlists and tests are not enough because children need focused interactive teaching that can only be provided by a teacher. Spelling should be taught frequently and, mostly for short bursts – little and often. Children will also complete vocabulary activities during EMT sessions.

CEW list is to be followed and over learned to ensure that children retain CEW words.

Good teaching of spelling should regularly:

- draw attention to and focus on the patterns and rules of English spelling
- help them to remember these rules and recognise exceptions and anomalies

- provide a variety of strategies for remembering spellings
- interest pupils in the English language

INTERVENTIONS

Children not working at the expected level form intervention groups which are regularly monitored by the class teacher and SEND co-ordinator. Targeted children also complete the Toe-by-Toe intervention with an assigned adult. Children are encouraged to access Spelling Shed where they can complete targeted sessions suitable for their level.

them. Reinforcement will involve the pupils writing the words and checking them with emphasis on looking and picturing.

Rules

There are spelling rules in the English language and these must be taught. The difficulty is that almost all of these rules can be broken so teaching must also involve anomalies and common exceptions.

Dictation

Dictation passages that contain the words that have been learned are very good ways for the pupils to write the words in context. Dictation also develops listening skills and auditory memory as well as providing very good models for sentence structure and the use of punctuation. It is important to read the whole passage through first so that the pupils may become familiarised with the context. Then dictate the passage in short sections slowly and clearly. Include punctuation marks and, especially in the initial stages of pupils formally learning spelling, say what the punctuation mark is and change your tone appropriately for each punctuation mark. As the pupils progress later start to cut down on declaring the punctuation marks and let the pupils use your tone as the only indicator for punctuation.

Web-based activities

A number of web-based programs are used within school to enhance/engage the learning of spellings such as Purple Mash and Spelling Shed.

Appendices:

<u>Appendix 1- Technical Vocabulary:</u>

Phonics

Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Phonemes

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Graphemes

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

Grapheme–phoneme correspondences (GPCs) and phoneme–grapheme correspondences

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. sounding out ship as /sh/-/i/-/p/ not /s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.

Segmenting and blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are

important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Digraphs and trigraphs (and four-letter graphemes)

A digraph is a two-letter grapheme where two letters represent one sound such as 'ea' in *seat* and 'sh' in *ship*. A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g. 'eau' in *bureau*, and 'igh' in *night*). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. 'eigh' representing the /ai/ phoneme in *eight* and in *weight*).

A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph, as in *make* and *take*, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in *make*, *scene*, *like*, *bone*, *cube*, *type*.

A very few words have more than one letter in the middle of a split digraph (e.g. *ache*, *blithe*, *cologne*, *scythe*).

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

Appendix 2

Phonemes to graphemes table- P23- 24 Letters and Sounds document

Graphemes to phonemes table- P25-27 Letters and Sounds document

Overview of phonic knowledge to be covered

First, Second and Third 100 HFW

New National Curriculum Spelling Lists / Objectives – September 2014