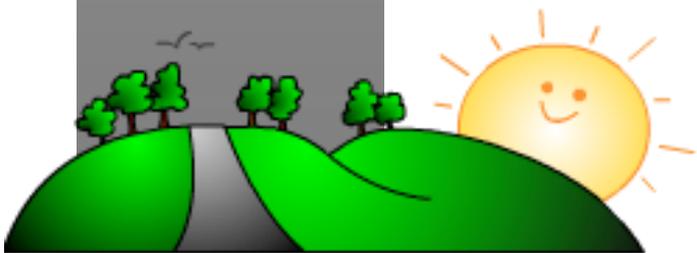


# Phonics and Spelling Policy

---

2015



Eaton Valley  
Primary School

## **Aims**

Our overarching aim for English at Eaton Valley Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Equal Opportunities/SEN/EAL**

- See equal opportunities, SEN and EAL policy.

## **Policy Review**

This policy will be reviewed at least annually.

## **Phonics Teaching**

In line with The New Curriculum, we follow the Programme of Study for English which is set out year-by-year in Key Stage 1. In school, we are following the Read Write Inc. phonics scheme, which helps us achieve this. There will be 5 lessons of phonics each week; a phonics lesson every day. This lesson will last 20 minutes. Groups of children will follow the lesson plans and learning journeys laid out by the scheme. All resources are centrally stored and should be returned as soon as finished with. There will be a number of phonic groups (dependent on ongoing assessment) with a mix of children from year 1 and 2. Reception will teach phonics – again, following the Read Write Inc. scheme.

Any child who completes the scheme will be introduced to content that is set out later in the Programme of Study

## **Phonics Planning**

Lesson plans are made available, by the scheme, for the teachers to adapt to the needs of their children. The teachers should keep a photocopy of each lesson plan and annotate it accordingly. Evaluations are made on a separate record sheet to show how well the children have done each lesson. These should be centrally stored with the phonics teacher and made readily available for all who need them.

## **Phonics Assessment**

The children will be assessed every half term and regrouped accordingly. This will ensure that the children's immediate needs are met by staff and allows for accelerated progress in children. The results of these tests should again be stored with the annotated planning and made available whenever required.

### **Phonics Homework**

The group teacher will ensure homework for the children in their group is passed onto that child's class teacher for them to complete in the learning logs.

### **Managing Phonics**

Both the Literacy coordinator and the Key Stage 1 leader will manage the subject together. The Literacy coordinator will support the Key Stage 1 leader with the subject overall but daily managing will be done by the Key Stage 1 leader.

### **Spelling Teaching in Key Stage 2**

Every year group will have an allotted spelling time in their basic skills each week. There will be at least one session and at most 2. In these sessions the teachers will deliver a range of activities which recap spelling rules for the children. There will be an element of modeling by the teacher and child led activities.

### **Spelling Planning in Key Stage 2**

In line with The New Curriculum, we follow the Programme of Study for English which is set in 2 yearly blocks (Phases) in Key Stage 2. In school, teachers are encouraged to have the flexibility to introduce content earlier or later than set out in the Programme of Study – based on assessment. In addition, teachers can introduce content during an earlier key stage if appropriate.

The Programme of Study for their Phase (or the one that they are using) should be annotated by the class teacher to show what has been covered and how. Any AfL for spelling should also be recorded on these. These annotations will then dictate at what speed and pace the class teacher moves on. These annotations should be clearly dated.

At the end of each half term, the children sit a spelling test, of which the results are analysed and progress is recorded. This information is given back to the teachers to be acted upon accordingly.

### **Managing Spelling in Key Stage 2**

The Spelling Coordinator and relevant Phase Leaders will manage the subject together. The Literacy coordinator will support them with the subject overall but daily managing will be done by the Spelling Coordinator and relevant Phase leaders.

**Signed**

A handwritten signature in black ink, reading "Bill McLoughlin", is written over a horizontal line. The signature is cursive and includes a large initial "B".

Bill McLoughlin

Chair of Governors

Phonics and Spelling Policy

March 2012