

Spelling, vocabulary, punctuation and grammar (including phonics)

Spelling will be taught in the Foundation Stage and key stage 1 through the school phonics programme and the introduction of progressive word houses. Children will be introduced to phonics through the Jolly Phonics approach and the progression and principles of Letters and Sounds. (Some amendments have been made to the Letters and Sounds programme to more realistically reflect the types of words children will encounter in their reading and to encompass the key statutory requirements of the English curriculum as laid out in the appendices for English). Parents will be fully informed of the strategies we are using through parent workshops.

All children in Foundation Stage and key stage 1 will be given daily phonics sessions for 25 minutes taught in small, differentiated groups. Children will then progress to a structured spelling programme. Discrete phonics sessions will be taught to all children in key stage 1 and Foundation Stage and for those children in KS2 as an intervention strategy for children who have not attained phase 6 Letters and Sounds.

Children will be assessed at the beginning of the year in September and then allocated a place in an appropriate level group. They will be assessed every half term. They will be assessed on their ability to read graphemes, blend and segment words and read tricky words they have encountered in their phase. Year 1 children (and some year 2s) will take the phonics screening check in June which will be reported to parents.

Key teaching points in phonics

- Phonics will be taught through short, fast paced, multi-sensory sessions
- We ensure there are opportunities for children to reinforce and apply phonic knowledge in all reading and writing (including guided reading and guided writing in cross-curricular and English sessions).
- Phase appropriate graphemes and tricky words are displayed in key stage 1 classrooms and phonics teaching spaces.
- We ensure children are given some fully decodable reading books for home reading to develop confidence and skill.
- We ensure there is consistent and accurate articulation of phonemes by teachers and children.
- Children will be taught to 'sound button' their words to allow them to see the different phonemes. A dot under a single grapheme phoneme and a line under a digraph or trigraph with an arch over the top of the word connecting the vowel and 'magic e' in split vowel digraphs

- Tricky words that are not decodable by a child working at that particular phonic phase where the word is introduced, will be taught as a 'sight' word.
- The cursive script should be used to allow children to join digraphs and trigraphs from the outset.

Students progress from our phonics programme to a formal spelling programme which encompasses the statutory appendices in the National Curriculum and which encourages children to use their growing knowledge of words and spelling patterns (built on the firm foundations of their early phonics experience and knowledge) to spell unfamiliar words as well as learning how to spell common exception words of the English Language.