

Reading and Spelling Policy

At Elmfield, teachers instil in children a love of literature through regular daily reading, poetry recitation and storytelling. In addition to this, children receive rich language across subjects, through their class play and through yearly book fairs, sponsored reads and library visits.

In the lower classes, we use a 'Sounds Write' and 'Picture-In-Mind' approach where stories, images and daily blending, segmenting and phoneme manipulation are taught and practised, as well as immersing the children in rich language in written and spoken form. Teachers, LSA's, TA's and specialist teachers provide extra support, practise and teaching to children who make the slowest progress or who are behind their peers.

Parents are encouraged to regularly share the stories with their children and discuss books. The importance of reading is brought during parent meetings and other forms of communications (e.g. Google Classroom, Parentmail).

Teaching

The teaching of phonics in Classes 1-3 will include:

- Daily instruction in dedicated phonic lessons, as part of Main Lesson, using the Sounds-Write programme.
- Lessons planned by the Class Teacher.
- Intervention groups which target the needs and ability of all the children and make effective use of support staff.
- Appropriately paced lessons that provide children with suitable tasks to demonstrate their learning, using the Sounds-Write support materials.
- A separate weekly plan that will document the sounds that should be revised and those to be introduced, according to the needs of the groups of children. Planning should reflect and build on prior learning.
- Planning to include high frequency words that children will be introduced to alongside phonics teaching, daily.

At Elmfield, children will be matched to an appropriate book level that matches their phonic knowledge. For children learning Initial Code they will be given Dandelion readers and Sounds-Write phonics reading books within school for 1:1 reading and assessment. We use a mixture of Sounds Write books (covering initial and extended code), Oxford Reading Tree, Project X Alien Adventures books, Read Write Inc., colour banded 'real books', books for building fluency and other text types including playscripts and magazines to meet individuals needs of children.

Resources

- A copy of the Sounds-Write manual and supplementary materials booklet in Classes 1 - 3 through which to deliver the programme using a systematic approach.
- Flashcards, magnetic cards, post its and whiteboards.
- Writing/handwriting/spelling books.
- High Frequency Word cards.

Assessment, Recording and Reporting

- On-going formative assessment will be used by the Class Teacher and support staff to determine how successful the children have been in their ability to recognise and

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write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words.

- Progress will be monitored using the Phonics Assessment Sheet for Initial and Extended Code as well as HFW lists.
- Children will be assessed half termly and this data will be analysed and used to determine which children need to join phonics intervention groups for additional support.. Assessment results will be shared with SLT.
- Children will be listened to each week, reading a book that matches their area of need.

At Elmfield, teachers regularly give children time to read individually, in groups and as a whole class. This can occur during Main Lessons, Literacy lessons, at the beginning and the end of the day, as well as in between lessons.

Monitoring

SLT and the subject guardian will monitor and evaluate the planning, teaching and learning of Phonics within the school through observations, scrutiny of work, performance management, assessment analysis and on-going discussions with teachers and support staff. All teachers in classes 1 to 3 will receive Sounds-Write training to ensure delivery is of a high quality and consistent.

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Class 1 Initial Code Sequence

Unit	Content
1	Introducing the letters a i m s t
2	Introducing the letters n o p
3	Introducing the letters b c g h
4	Introducing the letters d e f v
5	Introducing the letters k l r u
6	Introducing the letters j w z
7	Introducing the letters x y and the doubled consonant digraphs ff ll ss
8	VCC and CVCC words
9	CCVC words
10	CCCVC, CCVCC and CVCCC words
11	Introducing the digraphs sh th ch
	Introducing the digraphs ck ng
	Introducing qu
	Introducing wh

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<u>Unit</u>	<u>Content</u>
	Polysyllabic words To be taught alongside the extended code using polysyllabic lessons 11-15.
1	Alternative spelling /ae/ sound ea (steak) + ai, ay, a-e
2	Alternative spelling /ee/ sound e (we) y (funny) + ee, ea, e-e
3	Alternative pronunciations ea Head, steam, steak
4	Alternative spelling /oe/ sound ow (snow) o (open) + oa, oe, o-e
5	Spelling o
6	Alternative spelling /er/ sound er, ir, ur
7	Alternative spellings /e/ sound e (chest), ea (head)
8	Alternative spellings /ow/ sound ou, ow
9	Alternative pronunciations ow now, snow
10	Alternative spelling _m /oo/ _n sound ew, oo, ue, u-e
11	Alternative spelling /ie/ sound y (fly) igh, ie, i-e, l (kind)

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<u>Class 2</u>	
12	Alternative spelling ɔ/oo/k sound u (put) oul (would) + oo
13	Alternative pronunciations oo Book, moon
14	Alternative spellings /u/ sound u, ou, o
15	Spelling ou
16	Alternative spelling /s/ sound c (city) ce (ice) se (horse) sc (science) st (Christmas) + s, ss
17	Alternative spelling /s/ representing /s/ and /z/
18	Alternative spelling /l/ sound al (metal) el (model) il (pencil) le (paddle) ol (petrol) + l, ll
19	Alternative spelling /or/ sound or, aw, au, ore
20	Sound air
21	Alternative spelling Unit 21 /ue/ sound ue, ew, u-e, u (unit)
22	Alternative pronunciations ew Blew, few
23	Alternative spelling /oi/ sound oi + oy
24	Sound /ar/
25	Sound /o/
26	Spelling a
27	Sound /ae/ more spellings

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28	Sound /d/
29	Sound /ee/ more spellings
30	Sound /i/
31	Spelling y
32	Sound /oe/ more spellings
33	Sound /n/
34	Sound /er/ more spellings
35	Sound /v/
36	Sound /oo/ more spellings
37	Sound /j/
38	Sound /g/
39	Spelling g
40	Sound /f/
41	Spelling gh
42	Sound /m/
43	Sound /or/ more spellings
44	Sound /h/
45	Sound /k/
46	Sound /r/
47	Sound /t/
48	Sound /z/

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49	Sound /eer/
50	Sound Schwa