

## Spelling, Phonics, Early Reading and Reading [September 2021]

### Aims:

- all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools
- sufficient support for children in reception and key stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of key stage 1

EEF project with CPD: Reading 2016 - 2017 and 2017 - 2018 Spelling.

Internal CPD via staff meetings and INSET days; also SVLP Partnership training events.

Seaton Delaval First School fully embedded and has maintained a structured, detailed sequence of learning letters, sounds and high common, and exceptional, words. Staff use 'Jolly Phonics' actions to aid teaching and learning. All pupils access a variety of differentiated and appropriate reading books from 'Oxford Reading.' Reading books are carefully matched to support children to practise and apply their growing and developing phonetical knowledge and understanding. Teachers refer to the: Statutory Framework for the EYFS, Development Matters, National Curriculum Programme of study and attainment targets for English, English Appendix 1: Spelling and English Appendix 2: Vocabulary, grammar and punctuation.

\*\*\*please note: our Synthetic Systematic Programme will be reviewed in Spring 2022 with reference to the Department for Education validated list.

Phase 1 begins and continues throughout Nursery provision. Phase 2 set 1 [satpin] begins in the summer term.

Reception children complete Phase 2, 3 and 4. Expectation is: Phase 2 secure by Christmas; Phase 3 secure by Easter; Phase 4 secure by July.

Year 1 access and learn Phase 5. Please see historically successful Phonic Screen Check results.

Year 2 access and learn Phase 6.

[There is detailed and precise weekly planning to ensure all pupils learn, use and remember sounds, letters, decodable words and tricky none decodable words.]

Staff introduce and practise 'Alien words' with children during Reception and into KS1. These words focus on pupils applying and further developing reading skills by using known sounds to orally spell words that are not real words. Additional support is planned for any Year 3 pupils with weaker phonic knowledge and understanding.

Teachers assess phonics and sight vocabulary which is analysed by the Headteacher/ Deputy Headteacher to generate intervention and booster groups. Assessment of Learning information is reviewed every half term to ensure impact and progress. Pupils are recorded as being emerging/ developing/ secure in the appropriate phase.

Pupils in year 1 to 4 access spelling/ phonics during daily English/ Literacy lessons. There is also a daily spelling/ phonic group session. Pupils are grouped by stage of knowledge/ understanding across year groups. These daily sessions focus on sounds and spelling conventions in the context of books [not random lists of words]. Pupils explore sound/ convention and meaning of words to accelerate reading/ spelling and further develop comprehension skills. There is a weekly spelling test to assess progress and reward pupils learning.

Pupils beginning reading and taking home books in Nursery [library or classroom stock book] moving onto Oxford Reading Tree when ready during Nursery/ at the beginning of Reception. All pupils read at least twice per week to a teacher or adult in school [LSA or volunteer]. Pupils who need extra support are targeted and read 3, 4 or 5 times per week in school. From Reception onwards pupils have a library book to take home which is changed weekly. Year 4 pupils are trained as School Librarians and the school library is opened at lunchtime on a rota [with staff supervision].

Throughout Seaton Delaval First School teachers/ staff read to all pupils during English/ Literacy lessons [shared reading], deliver guided reading in small groups as well as individual home reading books. Staff also read to children to maintain and develop an appreciation and love of reading.