

Spelling and Phonics



Key Stage 1 (reception, year 1 and year 2)

With a higher focus on phonics, spelling patterns will be taught as part of phonics lessons. Every half-term, information will be provided on year group newsletters outlining the phonics that will be covered.

At the beginning of each year, Parents will receive word lists known as High Frequency Words (HFW). As children progress at different stages, this is a comprehensive list of the key words. The expectation is for children to independently read and write these by the end of Year 3

There will be no weekly spelling lists sent home or formal testing of spelling.



Key Stage 2 (years 3-6)

Phonics teaching will continue for those children who may still need it. We aim to support children in their learning of a number of spelling rules with associated word lists and activities in line with the 2014 national curriculum; it also follows the KS1 model from Letters and Sounds.

As the children progress through the year groups, they will have familiarity with the spelling rules, patterns and compilations of word lists as they increase in difficulty.

- Children in **years 3 and 4** are not given 'formal' tests, although they may have occasional progress tests.

Children in **years 5 and 6** are given weekly spelling tests to help raise standards and improve retention in spelling.

All children will be rewarded for using correct spellings in their work.

Reading

Reception/Year 1

All children will be heard individually by an adult each week. This may be the class teacher, teaching assistant or a parent helper. This is an opportunity to monitor the children's reading. Children will also be heard weekly within group reading. This is when reading skills are taught by a teacher through guided reading and reading activities.

Year 2/Year 3

Children will be working within our school's Guided Reading model. This means that in a small group, reading instruction is designed to provide differentiated teaching to support children in developing reading proficiency. All children in all year groups are heard to read by the teacher at least once a week and by the Teaching Assistant once a week.

If needed, some children will continue to be heard individually to support their development. The children will be given a reading journal where they will complete weekly activities linked to their reading at home.

Years 4-6

Children will be working within our school's Guided Reading model, as with years 2 and 3, ensuring that key reading skills are taught to develop reading proficiency and comprehension. All children will work in a carousel of assessment-focussed groups with a Teacher or a Teaching Assistant twice a week. These children will have self-assessment book marks to track their own progress which will be monitored by the Class Teacher alongside his/her own assessment of a child's progress.