

Phonics and Spelling at St Michael's Junior Church School

The Rose review states that 'High-quality, systematic phonic work should be taught discretely. The knowledge, skills and understanding that constitute high-quality phonic work should be taught as the prime approach in learning to decode (to read) and encode (to write/spell) print.

- Use NNS to have clear progression between year groups that ensures that teaching of phonics/spelling moves forward at pace
- Use the same vocabulary/terminology throughout the school
- Ensure consistent articulation of sounds throughout the school
- All children throughout the school must have access to phonics/spelling and sight vocabulary resources to support their reading and spelling
- Staff rigorously track and monitor children's progress in developing and applying their phonic/spelling knowledge
- Incorporate continuing formative assessment and timely intervention will be put in place to enable almost all children to catch up
- Be well planned and show clarity about what children should have learnt by the end of each phonics session
- Will be applied to the reading of whole texts through a structured guided reading programme
- When children reach KS2 they will need assessment and intervention if they are still working within the phonic phases. At this time the children will be taught phonic, graphic and morphemic strategies for spelling, through Rapid Phonics sessions.
- Nessy and Hairy Phonics will be used to support children who are working below and/or didn't pass the Phonics Screening Test
- In addition to this, KS2 class teachers will also continue to maintain and develop the children's phonic skills so they might be used effectively as a spelling strategy
- Training will be provided to ensure that all staff has up to date subject knowledge and the confidence in phonics so that they are confident to maintain and develop children's skills.