



## **Vision**

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

## **Mission Statement**

### **The Grange Community Primary School allows everyone to participate by:**

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

### **The Grange Community Primary School encourages everyone to excel by:**

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

### **The Grange Community Primary enables everyone take pride in their achievements by:**

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

## Introduction

The Reading Framework: Teaching the foundations of literacy, July 2021 (DfE) Section 3 has been used to influence and establish policy at The Grange.

**"If you read, the world is yours!"** *Michael Rosen*

At The Grange, we recognise that the ability to read independently is one of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum and is a vital life skill. The most effective way of teaching young children to read is through a structured phonics programme. Therefore, in order for our children to read any kind of text fluently and confidently, and to read for enjoyment, the systematic teaching of reading through phonics is vital. Phonics is also important in teaching children to spell. At The Grange, we want our children to become confident and fluent in spelling decodable words and high frequency words appropriate to their age. We also want our children to use ambitious vocabulary in their writing and not let spelling be a barrier to this.

## What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- ✓ recognise the sounds that each individual letter makes.
- ✓ identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- ✓ blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

## Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

## Phonics at The Grange

To support the planning and delivery of phonics in school, we use the Read Write Inc (RWI) Scheme of work.

Sessions are taught daily for 30 minutes – 45 minutes

## **Phonics in Foundation Stage**

The Foundation Stage phonic lessons provides a language rich environment that encourages and develops oracy and literacy skills that are the cornerstone to our curriculum. It is ensured that systematic synthetic phonics takes place daily using the Read Write Inc teaching. Children recognise, say and write phonemes within each Set 1 and 2 of the speed sounds phase 2-5. Using their phonic knowledge to blend and segment phonetically decodable words is a daily occurrence.

The children use their phonic knowledge to blend and segment phonetically decodable words. The use of their phonic knowledge to read complex words and to recognise from sight 'Tricky Words/ Rotten Red Words' (High Frequency Words) happens daily.

Our aim is for the children to write clearly, accurately, and coherently using their phonic knowledge. All children have a Read Write Inc book that they record their work in and write every day, rehearsing out loud what they want to write, and composing word for word until they are confident enough to write independently.

The Reading Journals are used as way to assess the red (Rotten Reds) and green words (Fred Talk decodable words) and looking at the children's next steps. The simple speed sounds are looked at daily and RWI aprons are worn by teachers and TAs to ensure these flash cards are being looked at throughout the day. The use of magnetic boards is a visual tool to help the children blend words together. Ditty books are used when children have a good understanding of Simple Speed Sounds Set 1 and 2.

The ways in which our teachers and TAs interact and talk with our children is critical to developing their speaking and listening skills. All staff have received RWI training and learning walks take place ensuring the standard of the delivery of phonics is at least good. The lessons have purpose, passion, pace, participation, partner work and praise.

## **Phonics in Year 1**

The Year 1 phonic lessons continue the learning that has been built up in the Foundation stage. The children learn to read accurately and fluently with good comprehension. Lively phonic books ( Get Writing ) are closely matched to children's increasing knowledge of phonics and tricky words so that, early on, they experience plenty of success.

Repeated readings of the texts support their increasingly fluent decoding. A thought-provoking introduction prompts for thinking out loud and discussion help children comprehend what they are reading. Teachers and TAs read aloud and discuss picture books with similar themes to those in the Storybooks, so children build up background knowledge ready for the next story book.

The ways in which our teachers and TAs interact and talk with our children is critical to developing their speaking and listening skills. All staff have received RWI training and learning walks take place ensuring the standard of the delivery of phonics is at least good. The lessons have purpose, passion, pace, participation, partner work and praise.

## **Assessment**

The assessment of phonics is regular and ongoing using a variety of assessment techniques, both formative and summative. Formative assessment happens daily during phonic sessions, English sessions, in provision and whenever teachers and TAs hear children read. Summative assessments are carried firstly when children enter Foundation Stage RBA (Reception Baseline Assessment). This takes place within the first six weeks. Part of that baseline is phonic knowledge such as hearing the initial sound in words, segmenting a word, and pointing to the correct picture. Integris data is compiled four times a year, entry, December, March, and end of year.

In Year 1, children are assessed using the RWI assessments on entry and every half term. This data is shared with the Year 2 team to ensure phonics sessions in the first half term are targeted before moving on to teach Phase 6. Children also complete a Phonic Screening Check every half term to assess their readiness for the check in June. This allows the Year 1 team to check for gaps and plan accordingly.

In Year 2, children who did not pass the Phonic Screening Check at the end of Year 1 will be assessed alongside Year 1 every half term. These children will be part of intervention groups to ensure they make as much progress as possible ready for the re-take at the end of the year. Children in Year 2 will also be assessed at the end of Phase 6 using the Phonics Tracker app.

## **Spelling at The Grange**

To support the planning and delivery of spelling in school, we use the Jane Considine Spelling Book approach. This is a clear and systematic approach which will provide our pupils with life-long strategies. Spelling is taught logically so that pupils understand how 'probability matching' (Diane McGuiness) of sounds heard to grapheme representation will strengthen their spelling. It has been developed to ensure breadth and coverage of all the National Curriculum spelling requirements for each year group.

'The Spelling Book' provides a coherent system for teaching spelling consistently and supports pupils to define what it means to be an effective speller. The underlying structure of the approach is based on three zones of spelling. The patterns of spelling are taught through the **GROUPINGS**, the pressure of spelling is eased through the **IMPROVINGS** and the remembering and recall of spelling through the **AQUIRINGS**. 'The Spelling Book' focuses on the importance of learning patterns and of the investigation of words rather than on testing. Letter-join handwriting scheme is used to support spelling activities through the school.

## **Spelling in Foundation Stage 1**

Spelling in Early Years is fundamentally taught through phonics. In Foundation Stage, activities are set up in provision for children to practise and rehearse their newly learnt skills taught in sessions. These are sometimes guided but often independent. As soon as children enter our setting, they will be 'mark-making' using a wide variety of resources such as chalk, pens, pencils, crayons etc.

Letter formation and correct pencil grip is taught throughout Reception alongside activities such as brain gym and looking at the children's midline. The use of playdough in the enhanced provision is a strengthen tool for their hand muscles to ensure children are ready to write. The use of the interactive whiteboard is tool used to help children show control on a larger scale. Outdoor learning provides opportunities for children to use paint brushes with water. Mud painting on clear easels is another way the children can build on their fine motor control and how to hold a pencil correctly and effectively.

Children are taught to how to segment to spell during phonic sessions and this is continuously rehearsed during writing sessions and when in the provision. High frequency words are also taught during phonic sessions and these are then on display so children can access them at all times when they are writing. Phoneme mats and spelling mats are also used to support children when they are attempting to write and spell independently.

### **Spelling in Key Stage 1**

As with Foundation Stage, spelling in Key Stage 1 is fundamentally taught through phonics. In Year 1, phonic sessions continue to teach children how to segment to spell using known phonemes/graphemes. As Phase 5 introduces lots of alternative phonemes for each grapheme, children are taught the spelling rules and how to choose the 'best bet'. Children are encouraged to 'have a go' and often make incorrect choices but as long as attempts are phonetically plausible, that's ok! As mentioned previously, spelling lags behind reading as spelling is harder.

In Year 2, phonic sessions continue. It is during Phase 6 that children become fluent readers and increasingly accurate spellers. Spelling in Year 2 is formally assessed at the end of the year when the children complete their end of Key Stage SATs.

### **Spelling in Years 2 to 6**

In Years 2 to 6, weekly discreet spelling sessions are taught, using 'The Spelling Book' approach. Spelling will be taught over a continuous two-week cycle. During week one of the cycle, children will take part in two sessions (one 20 minutes long and one 30 minutes long) – an 'investigation' session where they explore a hypothesis and a 'Go Grapheme Grafters' session where they explore patterns within words. This builds on, and continues to embed, phonic strategies taught in KS1.

During week two of the cycle, children will take part in five 10-15 minute sessions – Daily Fast Tasks. These sessions are to improve pace and take a much quicker look at spellings. They involve analysing common errors, exploring why these errors occur and what to do to ensure that the correct spellings are embedded into our long-term memory.

Pupils will also work on their own, individualised spelling plan. These are called 'My Focus Five'. With support of the class teacher, children will identify five words that they are finding tricky to spell. These will be recorded in their spelling journals on their 'Focus Five' grid. They will identify the tricky part and think of ways to remember how to spell those words correctly. Once these words have been used correctly in their writing three times, new words will be identified to focus on.

Spelling is assessed formally at the end of Year 6 when the children complete their end of Key Stage SATs. In other year groups, spelling is assessed twice per year through our optional SATs programme. There is also a baseline spelling progress check, within 'The Spelling Book' approach, which will be carried out twice per year – during the first two weeks of term and again at the end of the year. A Spelling Age will be calculated based on results of the spelling assessment, which will be compared with a student's chronological age. (Please see our Assessment Policy for further information)