

SPELLING PROGRAMME

Children are taught to spell words with regular and irregular spelling patterns through a range of interactive games and activities. These are designed to help them remember the correct spellings in the long term.



COMMUNICATION WITH PARENTS

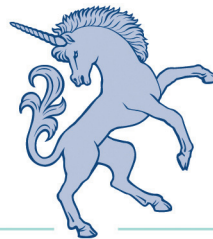
Working with parents to support their child's learning is key to our teaching. This is achieved by communicating with parents through workshops, individual meetings, letters detailing the programme and informing parents of group changes together with the school's standard parents' evenings and written reports each term.

PHONICS IN THE CURRICULUM

Although Phonics is taught as a discrete lesson, the reading and writing principles learned by the children are reinforced in other lessons, particularly English, where they are applied to the widest possible range of text types and topics.



NOTES:



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PHONICS AT ABINGDON PREP



INTRODUCTION TO PHONICS

Phonics is widely recognised as the most effective means of teaching children to read and write. We base our phonics teaching on the Read Write Inc. Phonics and Comprehension schemes created by Ruth Miskin and ensure that our teaching responds to the interests, learning styles and needs of the children at our school to realise the potential of the individual.

GROUP SIZES AND ASSESSING PROGRESS

Children in Reception, Year 1, Year 2 and Year 3 are taught in phonics groups for four sessions every week. Each child is assessed every 4-6 weeks (and more frequently if necessary) by the Head of Phonics to ensure that he or she is correctly grouped with other children at a similar reading level. This means that children from different year groups are being taught together and each child can progress at their own pace. Groups for the emergent readers and those gaining confidence tend to be smaller with an average ratio of one teacher to six children. Groups for the fluent readers usually contain an average of twelve children.

ENGAGING EVERYONE

Central to our teaching is the principle that an engaged learner is a productive learner. Active learning is paramount!

'Turn to your partner' techniques are used to ensure questions are asked of ALL children and answered by ALL children.

Lessons are fast paced and lively.

THE READING AND WRITING JOURNEY

Children progress through the Phonics Programme at their own pace. Faster progress may mean that they miss one or more groups. The colour bands for the groups refer to the 7 colour bands of books in the Read Write Inc. Scheme which become progressively more challenging.



SOUNDS

Children learn to recognise letters, make the corresponding sounds and form letters correctly. Each letter has an associated picture and phrase to assist with learning.

BLENDING SOUNDS TOGETHER

From very early on the children are able to sound out simple words by 'pushing together' the sounds they have learnt so 'c-a-t' is blended together to hear 'cat'. They are helped by Fred the Frog who can speak only by sounding out!



WRITING

Children learn to break simple words down by putting each sound they hear onto their 'Fred Fingers' which helps them in their independent writing.

READING

Once children are confidently seeing letters on a page and blending the sounds together to hear words, they are ready to read some of the Ditties. These are short phrases or sentences which give them their first experience of being 'real' readers! The children engage in a range of entertaining reading, writing and drama activities relating to each ditty.

SOUNDS

Children learn that two or more letters can be combined to make one sound and progress to learning alternative spelling patterns for the same sound.

READING BOOKS

Each group will focus on a reading book at the relevant level which will form the basis of a number of reading activities over a one or two week unit. Comprehension is an integral element from the start and children are soon able to find answers, progressing in time to deducing and inferring information from texts.



WRITING ACTIVITIES

Children engage in a number of writing activities over the week or fortnight so they make strong links between reading and writing, spelling and grammar. Skills are developed through activities which focus on expanding vocabulary and ideas, target spelling and punctuation and involve guided composition. The writing activities aim to stimulate creativity, imagination and inspire the children to be confident authors.

SPELLING

Children are now able to read and write words confidently using a range of spelling patterns. The emphasis now moves to more complex spelling patterns and teaching appropriate strategies to assist in remembering these.

READING ACTIVITIES

Children move on to the Read Write Inc. Comprehension programme. Some modules use children's books by established authors and others use specially written texts. The children develop their comprehension skills and learn to become critical readers engaging with texts.



WRITING ACTIVITIES

Children's writing skills are extended with an emphasis on improving vocabulary, grammar and spelling. They are taught more complex sentence structures and how to develop their ideas as well as sustaining these skills over longer pieces of writing.