



Phonics and Spelling Policy

Introduction

Our schools believe that good reading and spelling is an essential skill that allows the children to communicate their understanding in all curriculum subjects. Research commissioned by the Education Endowment Foundation (EEF) identified several aspects of best practice in phonics and spelling. In order for pupils to develop into effective and confident spellers, they need to develop and use a range of spelling strategies. For this to be achieved, spelling is taught actively and explicitly with the understanding that the greatest impact on spelling is achieved when children are encouraged to use new spellings, and their associated rules, in their writing. Regular analysis of pupils' spelling ensures that support is provided, tailored to the specific needs of the child or year group.

What constitutes good practice?

No matter whether a phonics or a spelling lesson is being taught or whether pupils from reception or Year 6 are being taught it, practice follows the same teaching sequence as follows:

1. Review and Revisit – Pupils will revisit the previous taught learning via interactive and engaging games and activities, often in a whole class environment.
2. Teach new learning – Pupils will be taught a new phoneme/grapheme, a new skill or spelling rule.
3. Practise – Pupils practise using the rule in context.
4. Apply – Pupils will be encouraged to apply new learning independently in their writing.

In Key Stage 2, this progression may take a number of sessions, whereas in EYFS and Key Stage 1, the four stages will be seen in each lesson.

Each phonics and spelling session lasts between 15-20 minutes.

Phonics Teaching

We believe that phonics teaching should be: systematic, discrete, interactive, practical and engaging. Our schools follow the systematic approach laid out in *Letters and Sounds (DfE 2007)* which has been adapted to meet the requirements of the new National Curriculum. Staff plan phonics to ensure progression and effective, high quality teaching. A range of interactive resources are available for teaching staff and staff are encouraged to use whiteboards so that children can write quickly during the sessions and 'show me' to provide effective and regular assessment for learning.



Which Spelling Strategies are used?

A six-pronged approach to spelling:

- Phonological knowledge: including phonemic awareness
- Orthographic knowledge: understanding what is possible in letter order
- Etymological knowledge: knowing where words come from
- Morphological knowledge: knowing the meaningful parts of the word
- Semantic knowledge: knowing what words mean
- Visual knowledge: recognising the correct look of a word

(See Appendix A for examples of how to teach each of the six-pronged approaches.)

How is phonics and spelling taught across the school?

Reception/Early Years Foundation Stage

- A daily phonics session is taught.
- Phonics books (Crakehall) and targets (Brompton) are sent home.
- English books provide evidence.
- Online assessments systems provide evidence of progression.

Year 1

- A daily phonics session is taught
- Pupils use English books to record their work

Year 2

- A daily phonics session is taught.
- Pupils use English books to record their work (Phonics books at Crakehall, and phonics weekly homework).

Year 3/4

- Spellings or phonics are taught 4 times a week and include a weekly test.
- Spelling lists are sent home, focusing on a specific rule, plus Y3/4 words (NC word list)
- New spellings used in written work are rewarded with a merit/team point, these are underlined by the children.



Year 5/6

- Spellings are taught 4 times a week and include a weekly test.
- Spelling lists are sent home, focusing on a specific rule, plus Y3/4 (revision) and Y5/6 words (NC word list).
- Children encouraged to use learnt spellings and identify them in their writing (team points/merits).

The role of Parents and Carers

Parents will be encouraged to practice weekly spellings at home with their child. Lists are made available in the back of homework diaries/reading records/home school link books.

Assessment

Phonics

Children are assessed at the end of each phase. At Brompton, 'wings' are awarded when a child has passed all of the assessment criteria for each phase.

At the end of Year 1 there is a statutory assessment - Year 1 Phonics Screening Check, which takes place in June of each year. This test contains a combination of real and pseudo words to test a child's phonetic awareness and ability to blend.

In Year 2, children who did not reach the required standard for the Year 1 Phonics Screening Check will need to be re-assessed. These children will then be required to retake the test in Y2 during the following June testing period.

Spelling

The use of Target Tracker and Rising Stars (GAPS) tests are used termly to assess learning and progress.





Appendix A

Phonological knowledge: including phonemic awareness

Examples include:

Phoneme Frame

th	ough	t	s		
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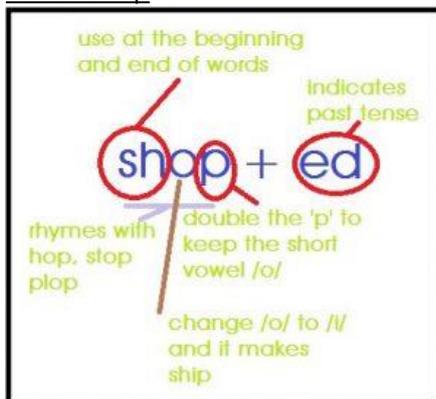
Crack the Code

The code	Words with this pattern
_ · _	e.g. Chick
· _ ·	
· _ _	
· _ _	

Orthographic knowledge: understanding what is possible in letter order

Examples include:

Letter Swap



Etymological knowledge: knowing where words come from

Examples include:

Root Word Tree





Visual knowledge: recognising the correct look of a word

Examples include:

Circle the Correct Spelling

1. seperate separate separate
2. liase leeaise liaise
3. they thay theay
4. accommodate accomodate accomodate

Kim's Game

ought	rough	through
bought	tough	borough
thought	enough	plough
nought	cough	bough
brought	although	fought

Spelling strategies to address common errors.

1. Look for patterns/analysis of spelling errors; do they transpose letters e.g. alos for also. Do they confuse particular sounds? /f/ and /th/ or /c/ and /g/ if so, draw attention to these sounds by showing the child in a mirror or feeling the throat. Do they miss syllables out? Again, have them feel the movement of the jaw, a vowel creates a syllable.



2. Give them aural rehearsal opportunities. The correct articulation of words and providing opportunities to be corrected will help them when spelling, example pehabs instead of perhaps.



- Let the child make up mnemonics (because – big elephants can always understand small elephants) and make up stories or characters around spelling rules. Make it funny.

Spelling I used	Correct spelling	How I can remember
thay	they	It has the word 'the' in it.
bicos	because	Big elephants can't always use small exits.
fink	think	It's a 'thumbs' word.

- Use spelling routines that engage several senses simultaneously e.g. writing the word, saying each letter and use scented gel pens. Use colour, as this stimulates the visual memory e.g. colour each syllable differently.
- Spell talk; say the word out loud. Focus on grapheme-phoneme relationships within the word. Exaggerate the pronunciation of the word to highlight correct spelling e.g. "choc-O-late" or "sep-AR-ate".