



Spelling and Phonics Policy

Signed on behalf of Trustees.....

Date.....

Review Date: September 2018

Tinsley Meadows Primary School Phonics and Spelling Policy

“Is spelling caught or taught? For the majority of children, reading extensively is not sufficient to secure accurate spelling; spelling must be taught explicitly and systematically.”

Philosophy

We aim to teach a range of spelling skills that children can use independently when reading and writing. Systematic approaches across school aim to develop a love of language in order to allow children to access quality children’s literature and express themselves well. We aim for all of our pupils, to develop, to their full potential, the ability to communicate effectively and confidently for a wide variety of purposes and audiences.

Aims

- High-quality phonic work is taught systematically and discretely as the prime approach used in the teaching of early reading.
- High-quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically.
- Children need to acquire secure and automatic decoding skills and progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure
- Differentiate phonics and spelling work according to the needs of the children, so that all children are given sufficient challenge at a level at which they can experience success.
- Encourage the use of phonics strategies across the curriculum and especially in guided reading
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- To enable children to write independently and confidently.
- To enhance the skill of proof reading.
- Develop children’s reading skills to the point of automaticity.

How Phonics is Taught

Phonics and spelling is an integral part of all lessons and what has been taught during phonics and spelling lessons should be applied throughout the curriculum. All phonics in EYFS and KS1 is taught following the DFES document *Letters and Sounds*. *Letters and Sounds* provides guidance for the delivery of high quality phonics sessions. It is made up of six overlapping phases which children progress through as their knowledge and understanding develops. The six phases of the document provides a

structure for the teachers to follow and plan children's progression. Phase 6 has been developed into a document called Support for Spelling which incorporates key strategies for the teaching of spelling and can be used throughout Key Stage 2.

The teachers carefully adapt their planning to meet the needs of the children within their class. The teacher's assessment of individual children will inform the rate at which the children are able to progress through the phrases and adapt their pace accordingly. The teaching of phonics is time-limited, with the aim that the vast majority of children should become confident readers by the end of Key Stage 1.

During the phonics session children should have a good understanding of the vocabulary that is being used. This needs to be built in to all spelling and phonics sessions so that children can clarify the meaning of unfamiliar words.

Cued articulation is used in all new to English classes, in the Foundation Stage and in Key Stage One. This gives children a set of hand cues for the individual sounds in words and is used in phonics and writing sessions. Jolly phonics is used for the vowel sounds whilst cued articulation is used for the consonant sounds.

Progression

The phonics phases are as follows:

Phase 1– Pattern and rhyme. This is broken into 7 aspects:

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

These aspects are taught throughout their time in the Foundation Stage. Once a child is working within Aspect 7, they are then ready for Phase 2.

Phase 2 (up to 6 weeks) - 19 letters and sounds of the alphabet are taught and children will orally blend and segment and then start to blend and segment with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.

Phase 3 (up to 12 weeks) – 7 remaining letters and sounds are taught. The children are then taught another 25 graphemes, most of them comprising of two letters (e.g. *oa*). Children will continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Phase 4 (4-6 weeks) – Within this phase children consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 5 (throughout year 1 and the first term of Year 2)- They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Phase 6 / Read Write Inc (2nd half of Autumn term, spring and summer term of Year 2)
- Working on tenses, suffixes, prefixes, compound words, root words and syllable work. This needs to be supported by flip-charts and teacher led sessions.

Level Expectations

By the end of FS1 children should be secure in phase 1 and ready to begin phase 2.
By the end of FS2 children should be secure at phases 2, 3, and 4 and ready to move into phase 5.

By the end of year 1 children should be secure at phase 5.

By the end of year 2, all children who have been present since FS2 should be working within Read Write Inc.

Phonics in the Foundation Stage

Phonics is taught using the Letters and Sounds document produced by the DFES. This document supports children to progress in their phonic knowledge by identifying sounds, learning letters and the sounds that they make, using and applying this knowledge to read and write words and reading and writing sentences. In the Foundation Stage we give the children the opportunity to use and apply their phonic learning through games and activities during continuous provision.

In nursery phase 1 phonics is taught using the Letters and Sounds document. The lessons are always multisensory to ensure that all children participate and are delivered in small groups.

In Foundation Stage 2 phonics lessons are delivered to the whole class with intervention groups in place for reinforcement or extension of the whole class teaching when needed. This is agreed between class teachers, the phonics lead and a member of SLT.

Each base has a phonics area for children to practise and consolidate what they have been taught. This area is used to inform parents of the current learning which is also communicated through the termly school newsletters.

Resources to support phonics are sent home by class teachers as and when appropriate.

Structure of A Good Phonics Lesson (FS2 and KS1)

- Each lesson should be a daily 20 minutes session
- All lessons should be multi sensory
- All sessions should consist of four parts:
 - **Revisit and Review** – identify gaps in learning and revisit phonemes or graphemes previously taught.
 - **Teach** – Introduce new phoneme/grapheme
 - **Practise** – Children to practise the newly taught skill
 - **Apply** – Children to apply newly learnt knowledge in context.
- Teacher and peer assessment should be an integral part of each session
- All children should have a phonics pack with a white board and pen.
- Engaging, exciting, visual resources should be used in each lesson in order to engage all pupils and enable children at varying stages of learning English to access the lesson
- All lessons should be differentiated appropriately to meet the needs of all children.

Teaching of Spelling in Key Stage Two

Throughout Key Stage Two, the majority of children follow the National Curriculum objectives and the Read, Write, Inc. Spelling programme, which is targeted at age-related expectations for spelling. The programme teaches spelling rules, key strategies to spell words which are difficult and covers age-related content for each year. This takes place four times a week and should include time to complete a spelling test. The children work their way through the RWI Spelling pupil book, which is split into different sections for each unit offering a comprehensive approach to teaching spelling. These sessions should be teacher-led with a flipchart used to support and enhance the scheme. Throughout RWI Spelling sessions, collaboration between peers should be encouraged.

Each RWI Spelling unit should be taught as follows:

- **Session 1:**
 - **Speed Spell** – Choose six words your children found the most challenging from the previous unit. Display these on your flipchart – the children use my turn, your turn to read and spell each word in the space provided in their practice book.
 - **Spelling Zone** – Introduce the spelling rule/pattern using the interactive videos. Then complete the ‘Spelling Zone’ activity in their practice book.
- **Session 2:**
 - **Rapid Recap** – Use the ‘Rapid Recap’ online file to ask the children to recall the focus of the unit.
 - **Dots and Dashes** – Children complete the dots and dashes activity. Teachers will need to model doing this first and then go through the answers with the children.
 - **Word Changers** – Children to work in their pairs to complete the word changers activity.
- **Session 3:**

- **Dictation** – Children to complete the dictation activity. Partner 1 reads aloud the first sentence from the relevant unit's dictation sentences at the back of the practice book. Partner 2 writes down the sentence in their book. Partner 1 then checks that the sentence has been written correctly. Children then swap and partner 2 dictates the second sentence from the relevant unit.
- **Four in a Row** – Partner 1 chooses a word from the 'Dots and Dashes' or 'Word Changers' activities which they believe will challenge Partner 2. Partner 2 spells the word on their whiteboard without referring back to their practice book. If they spell it correctly, one shape in Partner 2's practice book can be ticked. Children swap roles after each word until one person achieves four in a row.
- **Session 4:**
 - **Choose the Right Word** - Children complete the activity. Teachers to use the interactive on the online planet to go through the answers afterwards.
 - **Jumping Red/Orange Words** – Red and orange words are the common exception words and statutory word lists from the national curriculum. These words are available on the online spelling planet. Write these words on strips of paper or card. Keep these words in a box. Read out six words from the box and ask the children to spell them in their practice book. The words can only 'jump' out of the box and be removed when the majority of the class can confidently spell them.

New to English Classes

In both KS1 and KS2, phonics is taught daily in the new to English classes. The phonics phases taught is dependent on language acquisition; therefore teachers regularly assess to determine which phonics phase they should be accessing. Teaching assistants are used to teach phonics to small groups of pupils who have newly arrived to the country and until they are able to access the phonics provision within their class.

Year Six Read Write Inc. Fresh Start

In Year Six, according to the needs of the children, the Read Write Inc Fresh Start programme may be used at some point in the year. This is a programme which is used to fill in gaps in phonics knowledge and offers structured reading and writing activities. The programme can be started at any point dependent on the needs of the children.

Assessment

At Key Stage One children's phonics ability is monitored on a daily basis by class teachers during lessons. Teachers use formative feedback to monitor progress and identify children's strengths whilst highlighting areas for development and improvement. The phonics half assessment is done on a half termly basis and should be used to inform planning and teaching for the following term.

Children's knowledge of phonemes, graphemes and tricky words is tracked using the 'Letters and Sounds' assessment sheets every half term or at the end of each phonics phase. This should be a continued document to track children's progress.

At the end of year 1 all children take part in a national phonics screening test. Children need to be frequently exposed, during phonics lessons, to nonsense words to prepare them for the phonics screening test.

All assessments should be kept in a class folder containing evidence of any 'Letters and Sounds' assessment sheets, phonics screening tests, teacher analysis of assessments and phonics trackers.

Spelling progress is monitored throughout Key Stage Two through tests and marking. The learning of key words is also monitored for SEN children and pupils in phonics intervention groups.

Interventions/SEN

In key stage one, children who are working at a lower phonics phase than expected should receive additional and extra support in phonics. Children working at a lower phonics phase are taken in small targeted groups, for additional phonics sessions delivered by class teaching assistants.

As children progress into key stage two, they are expected to be secure in phase 6 phonics. If a child still needs phonic tuition or is a new arrival, the teaching assistant in each class takes a small group of pupils at least twice a week and offers phonics provision dependent on the needs of the group.

Any child whose progress is limited, is discussed with the SENCO, class teacher and Literacy subject leader. Relevant actions are made to address these concerns and any intervention work undertaken is tracked.

Parent Involvement

Parents are kept up to date with the teaching and progress of phonics in the foundation stage and key stage one through assertive mentoring meetings, school newsletters and observation sessions. Parents are invited into school to watch a phonics lesson taught by their child's class teacher. The parent phonics observations provide the opportunity for parents to see high-quality teaching, learn how to support their child at home with phonics and provide them with creative ideas for phonics games.

At key stage 2, targets are set at assertive mentoring meetings for both spelling, punctuation and grammar at which parents are present.

Homework

In FS2, children take home phoneme and grapheme bookmarks to practise what has been taught that week in school. The children then also take home a high frequency

key ring, with carefully chosen key words to practise reading and then to practise spelling. In Year 1 and Year 2, children are sent home spellings once a week. As part of the spelling work in key stage two, children should be asked to learn the assertive mentoring/ RWI spellings. Spellings should be sent home for all children to learn as part of homework and a quick test take place each week.

Review

September 2018