



# Spelling and Phonics Policy

June 2021

## Spelling and Phonics Policy

### Introduction

In order to read and write accurately with speed and understanding, children must have a good understanding of the way we spell in the English language. Initially this involves the children understanding the basic phonetic code used in English, later they must understand a wide range of rules that are particular to the English language.

### Intent

- To create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.
- To ensure children in KS1 are given the best opportunity to achieve expected progress, or more, in reading.

### Aims

The school aims for phonics and spelling are:

- Ensure a consistent approach, to the teaching of phonics, across the school.
- To teach the basic auditory and reading skills of letters and words by the end of Foundation Stage
- To develop phoneme and grapheme awareness to include the majority used regularly in the English language by the end of year 1
- To develop an understanding of more complex rules and exceptions of spelling in the English language throughout Year 2.

### Teaching and Learning

We believe that teaching phonics from the beginning of EYFS to the end of Year 2 in a discrete daily session, enables children to learn and embed skills that they will be able to apply subconsciously for the rest of their lives. The discrete daily session taught across EYFS and KS1 is differentiated based on teacher assessments. This may be between class teachers within a particular year group and may also include the use of small groups with LSAs leading sessions. Lessons will be taught using the guidance of the Read, Write Inc. materials and assessment for learning processes such as the school's trackers and teachers' knowledge of the child in phonic sessions as well as other areas of the curriculum.

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The RWI approach:

- Initial sounds are taught in a specific order
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are declustered. eg bl is two specific sounds.
- Children are taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are taught after Set 1 (initial sounds)
- Letter names are introduced
- Set 3 are taught after letter names

### **Assessment and Testing**

Children are assessed throughout every lesson. This is done through teacher observations and the written work completed by the children. Teachers will track the progress of the children they are teaching and liaise with LSAs. Children are assessed half termly and names are entered onto a tracking grid. Tracking data is analysed by the English subject leader on a half termly basis, the outcomes of this tracking is shared with all teaching staff who are responsible for handing the information on to LSAs delivering phonics. Children on the SEN register who require support with spelling and phonics will be assessed using the 'Small Steps tracker' based on the P Scales.

At the end of year 1, children are tested using the compulsory DFE materials. Any children who do not meet the expectation will be retested during their time in year 2.

### **Further Support**

In order for teachers to deliver first quality teaching, they use a variety of teaching methods so that they cater for all styles of learning. Teachers can seek guidance, support materials and resources from: Letters and Sounds, Fast Phonics, Phonics Play and the English subject leader. Any children falling significantly behind expectations receive appropriate interventions planned for by their teacher or the English subject leader.

A full list of spellings to be taught can be found in Appendix 1 of the National Curriculum for English.

### **Role of the Governing Body**

The purpose of the Governing Body is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

### **Policy Review**

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This policy was written by the English Leader.

It is due for review during the summer term of 2022.

**Signed** ..... **Chair of Governors**

**Signed** ..... **Head teacher**

**APPENDIX 1**

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## **Statutory requirements**

### **EYFS**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG Writing)

### **Year 1**

Pupils should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance from Appendix 1 of the NC document
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### **Year 2**

Pupils should be taught to:

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl’s book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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