

Spelling and Phonics Policy



1. ETHOS

Values of our school

**Within the love of God, we are all learning together...
to be motivated to tackle challenges and fulfill our potential within a
framework of compassion, friendship and thankfulness.**

2. WHOLE SCHOOL PHILOSOPHY

At Leven C of E Primary School we believe that grammar, punctuation and spelling are important aspects of writing. All staff members have high expectations of each child and emphasise the importance of spelling, punctuation and grammar being used accurately in all aspects of learning. We believe in a positive and interactive approach to spelling, punctuation and grammar to engage learners, ensuring individual needs are met and excellent progress is made.

3. AIMS AND OBJECTIVES

The aims of Leven C of E Primary School are:

- To teach spelling and phonics systematically through the school
- Staff to have high expectations of all pupils with regard to the accuracy of spelling, punctuation and grammar in spoken and written form
- To ensure all pupils have the knowledge to spell words efficiently and accurately whilst drawing on knowledge of phonics and spelling patterns
- To pass on and model a passion for Literacy
- To provide a language rich environment that promotes a culture of reading and writing with a link to each
- To develop independence and an ability to apply new skills and solve problems across the whole curriculum
- To ensure appropriate and relevant training is available to staff and consistency in approach is monitored by SLT

4. TEACHING AND LEARNING

Phonics is taught in the Foundation stage, beginning at Phase 2 and continues until children are confident in Phase 6. This is usually in Year 2 or Year 3.

Spelling/Phonics routines in Foundation

- Children are taught how to segment and blend words orally through daily phonics lessons and interactive games
- Children are taught spelling through their daily phonics lessons related to the phonic phase they are working within
- Children are taught 'tricky' words once they are confident with reading them



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- The sounds and ‘tricky’ words the children have learnt each week get sent home on cards
- Regular formal and informal phonic assessments are made

Spelling and phonic routines in KS1

- Children are taught spelling through their daily phonics lessons and their weekly spelling lists are either linked to their phonics or ‘tricky’ words.
- Common exception words for each year group are displayed in each classroom (Shown in appendix)
- Children are taught how to segment and blend words orally through daily phonics lessons and interactive games
- Between five and ten spellings are sent home weekly
- Spellings are tested weekly.
- All teachers assess the spellings the children have learnt on a half termly basis and then set future spellings based upon the assessment.
- Regular formal and informal phonic assessments are made

Spelling routines in KS2

- In KS2, the children’s spellings are taken from the year group spelling expectations.
- Each class has a non- negotiable spelling/spellings.
- Between ten and fifteen spellings are sent home weekly
- Spellings are tested weekly. Incorrect spellings are relearnt
- All teachers test a random selection of spellings that the children have learnt on a half termly basis. Assessments inform future planning
- Regular formal and informal phonic assessments are made
- Statutory spellings are shown in the appendix

Phonics screening

- Phonics screening takes place in the first week of June in Year 1
- Children who fail the phonic test will be retested until they pass

All classes have a non- negotiable list of key spellings displayed clearly in the classroom. Spelling lists can be found in the appendices.

5. COMMUNICATION WITH PARENTS

We aim to communicate effectively with parents so that they are not only up to date with new initiatives and teaching methods, but are also able to support their child in literacy at home. Letters, workshops and presentations are provided.

6. SEN AND WAVE 2 INTERVENTIONS



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Spellings and phonics for SEN children are set in accordance with the child's IEP. A variety of wave 2 interventions are carried out within the classroom and outside of the classroom.

7. PLANNING / ASSESSMENT / MODERATION AND MARKING

Assessment

During written tasks teachers correct between one and five spellings depending on the learning objectives and the child's ability. Children correct the spellings and write them out at least three times in their books in red pen. Results from spelling tests and on-going teacher assessments inform future planning.

Self-assessment

Children are taught to self-correct spellings as they write. Younger children underline the incorrect word in yellow (known as a yellow whoopsie) and write the correct word on top. Dictionaries, word banks and use of word wall resources are encouraged and their use is modelled by the teacher.

Monitoring

Lesson observations and book scrutinies will take place regularly. Feedback and targets are given and follow up observations will be arranged if necessary. Informal and formal support will be provided by the Literacy coordinator and other staff.

8. STAFF DEVELOPMENT / TRAINING

Staff are trained regularly during staff meetings and INSET days. Training is related to staff needs and current educational initiatives and changes.

9. NATIONAL CURRICULUM

Staff follow the guidance provided in the national curriculum and ensure the appropriate coverage. Objectives are adapted to the appropriate level for individuals. Statutory requirements are shown in the appendix.