



CORBY PRIMARY ACADEMY

Phonic and Spelling Policy

REVIEW PROCESS	
FIRST WRITTEN	January 2014
REVIEW	January 2016

The Aims and Objectives

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'.

An understanding of the developmental spelling stage of each child will aid teachers in their teaching.

Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly. Phonic knowledge alone will be inadequate.

The aims of spelling are:

- To encourage children to look carefully at the words
- To help children understand how the English spelling system works and how our history of spelling has influenced our spelling.
- To help and encourage children, developing their confidence as competent spellers, because the ability to spell the most words correctly is often closely associated with good self-esteem which affects performance in other areas of the curriculum.
- To develop and extend the children's vocabulary through shared guided and independent spelling activities.
- To help children enjoy spelling and recognise its value.

Teaching and Learning

Teaching and learning of spelling in the Foundation Stage and Key Stage 1 is underpinned by the use of a high quality phonics programme, alongside the new National curriculum requirements for spelling in years 1 and 2.

Letters and Sounds will be used together with Jolly Phonics resources.

A discrete period of 20 mins approximately will take place daily within EYFS and Key Stage 1.

Children will be taught:

- the grapheme- phoneme correspondence in a clearly defined sequence, using Letters and Sounds as a basis for this sequence.
- the skill of segmenting words into their constituent phonemes to spell.
- that blending and segmenting are reversible processes.

Children in EYFS and KS1 may be taught in smaller phase groups led by teachers and teaching assistants. These groups may include children from different year groups.

High Frequency Words

Throughout each phase the tricky high frequency words will be taught. These will be referred to as **Tricky Words** (these are words which cannot be spelled using phonic knowledge alone at the phase they are introduced)

Children will use the Look Say Cover Write Check system for learning a new spelling.

Each teacher will use a variety of methods to ensure the correct spelling of the high frequency words appropriate to each phase plus subject specific vocabulary.

Teachers should recognise worthy attempts made by children to spell words but should also correct them selectively and sensitively.

Transition from Year 1 to Year 2

By the end of Year 1, the expectation is that most children will be secure at phase 5, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. This is addressed in the spelling requirements for Year 2.

For those children who are not yet secure at phase 5, it will be necessary to continue with daily phonics sessions.

Key Stage 2

An investigative approach is taken to the teaching of spelling, using the new National Curriculum requirements for Spelling, which outlines statutory requirements for yrs 3 and 4 and yrs 5 and 6 as well as word lists which should be taught in these year groups.

Where necessary, some pupils will consolidate the phonic knowledge and skills from Key Stage 1.

The long term plans for teaching spelling in Key Stage 2 will be taken from the Spelling appendix in the new National Curriculum for English. (Appendix A)

Learning and practising spelling (across the whole school)

Children will develop different strategies for memorising high (Tricky Words) or subject specific vocabulary. The children may continue to use the system taught in Key Stage 1 of Look Say Cover Write Check.

Other memory strategies to support learning of high frequency (Tricky words) or subject specific vocabulary:

Syllables To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)

Base words To learn my word I can find its base word (e.g. Smiling – base smile +ing, e.g. women = wo + men)

Analogy To learn my word I can use words that I already know to help me (e.g. could: would, should)

Mnemonics To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)

Application of spelling in writing

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills;
- guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;
- marking the children's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement;
- teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

Links with other areas of the curriculum

The skills that children develop in spelling are linked to, and applied in, every subject of our curriculum. The children's skills in spelling will enable them to communicate and express themselves in all areas of their work in school.

The spelling of key vocabulary in all subject/topic areas will be taught through the strategies already listed above.

Children will be encouraged to read and spell new words relating to different topics taught across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

Using dictionaries and spelling checkers

Each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and use these to check tricky spellings.

Homework

Children across the school will not be given set lists of spellings to learn every week, instead they may be given spelling patterns or phonic sounds to investigate as part of weekly homework or key words to learn related to other subjects or their specific targets.

Inclusion

Some children, who may be experiencing difficulties, will be given additional support in small groups or one to one led by teachers or teaching assistants. Their progress will be closely monitored by the class teacher in conjunction with the Inclusion leader/ SENCo where relevant.

Assessment and Monitoring

Children are assessed at the end of each phase during the Letters and Sounds programme before moving onto the next phase.

Marking of written work provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching.

Teachers will:

- Set clear expectations when the children start to write. Reminding them of the strategies, rules and conventions that they can apply.
- Analyse children's errors.
- Provide feedback and time to respond.

When marking, teachers do not correct beyond what has been taught about spelling. Once a child is secure in their spelling of a word, it will not be accepted spelt incorrectly. Spellings which have been corrected in marking in Key Stage 2 should be rewritten by children using the Look-Say-Cover-Write-Check method.

The impact and implementation of this policy will be monitored through observation of phonics and spelling lessons and activities by the Principal and/or SLT during the annual cycle of lesson observations. A selection of books will also be scrutinised each year to monitor the impact of the policy on the standards of spelling throughout the school.

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Appendix A – National Curriculum for English Appendix 1 - Spelling