



CORBY PRIMARY ACADEMY

Phonic and Spelling Policy

REVIEW PROCESS

FIRST WRITTEN	January 2014
REVIEW	January 2016
REVIEW	October 2020
REVIEW	September 2021
REVIEW	October 2022

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 fully synthetic phonics programme, alongside the new National curriculum requirements for spelling in years 1 and 2.

Little Wandle Letters and Sounds Revised will be used.

A discrete period of approximately 25 mins will take place daily within EYFS and Key Stage 1.

Children will be taught:

- the grapheme- phoneme correspondence in a clearly defined sequence
- the skill of segmenting words into their constituent phonemes to spell and that blending and segmenting are reversible processes.

Children will be taught as a whole class and provided with smaller group daily interventions if required.

High Frequency Words

Throughout each phase the tricky high frequency words will be taught within phonics lessons. These will be referred to as **Tricky Words**. 'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way.

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 and keep up 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 years 3 and 4 and years 5 and 6 as well as word lists which should be taught in these year groups, which are covering spelling rules.

Teachers use Twinkl PlanIt spelling planning and can use PIXL spelling resources to teach the National Curriculum.

Where necessary, some pupils will consolidate their phonic knowledge and skills from Key Stage 1 by continuing to access the Little Wandle teaching and learning.

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 frequency words (Tricky Words) or subject specific vocabulary.

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

Strategies to support the learning of spellings (Appendix B)

- Look, cover, write, check
- Pyramid writing
- ABC order
- Vowels spotlight
- Rainbow words
- Wordsearch
- Bubble letters
- Others – see Appendix B

Children should be able to spell an ever-increasing number of words accurately and be able to check and correct their spellings. 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 about spelling; this includes spelling rules, high frequency words, topic words, national curriculum spellings and checking using a dictionary and/or word mats;
- marking the children's work: the teacher identifies misspelt words, which they should know and the child is expected to correct them.
- 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 spell checkers

Each class in Key Stage 2 has dictionaries and thesauruses appropriate to the age range.

Children are taught to use a dictionary to check tricky spellings.

Homework

Children across the school are expected to practise sets of spellings every week, which may include national curriculum words, spelling rules or topic words. Key Stage Two also have access to Spelling Frame, which children can access anytime and have weekly spellings sets by the teacher.

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

Key Stage 1: Children are assessed at the end of each half term on their phonic knowledge. 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.

Key Stage 2: Children are assessed termly on spelling rules and curriculum words taught throughout their year and previous years.

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.

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 – Refer to National Curriculum for English Appendix 1 - Spelling




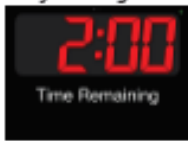



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Appendix B – Strategies to practise spellings

Appendix B

SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happ<u>iness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>

<p>21. Question/Answers</p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p>22. Riddles</p> <p>Write a riddle for each of your words. Don't forget to answer them.</p> <p>e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p>23. Crossword Puzzle</p> <p>Make a crossword puzzle with your spelling . Show the answers to your puzzle.</p> 	<p>24. Rhyming Words</p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>
<p>25. Homophones</p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	<p>26. Writing Race</p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p>27. Code Words</p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = □ b = ◆ c = ◆</p>	<p>28 Word Classes</p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p>29. Synonyms</p> <p>Find at least 2 synonyms for each of your spelling words.</p> 	<p>30. Antonyms</p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p>31. Joker</p> <p>Write jokes containing each of your spelling words.</p> 	<p>32. Backwards Words</p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p>BACKWARDS</p>
<p>33. X Words</p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r cheese a d</p>	<p>34. Acrostic Poem</p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun</p> <p>Sun shines brightly Up in the sky Nice and warm on my face</p>	<p>35. Scrabble</p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> 