



Spelling and Phonics Policy

The Purpose of the Policy

The purpose of this policy is to support our pupils to become confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning. Although guidelines for the teaching of spelling are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best.

The Principles behind this Policy

1. It is essential that children apply their spellings to their writing.
2. Spelling is the application of visual memory. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners.
3. Spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting).
4. Accurate spelling and accurate letter formation go hand-in-hand. As teachers, we must ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them.
5. Successful spelling takes place through a VAK (visual, aural and kinaesthetic) approach. As teachers, we need to ensure that spelling is taught using a combination of methods.
6. Successful spelling takes place when children have an opportunity to review and recall their learning. Teachers must provide opportunities to consolidate learning throughout each week.

Aims of this Policy

1. To explain the expected practices, to ensure that children become successful spellers.

2. To provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules.
3. To ensure continuity in practices and progression in spelling skills.
4. To clarify the responsibilities of staff, parents and children.
5. To raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.

Roles and Responsibilities

The Staff

- To ensure that teachers plan for the teaching of spelling or phonics every week and that planning is shared with members of support staff, who are also responsible for delivering spelling programmes to targeted groups of children.
- To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply.
- To teach a range of approaches to learn spellings.
- To provide children with a range of strategies to help them become secure with spelling rules.
- To ensure that everyone shares good practice, reviewing this on a regular basis, to ensure there is continuity.

The Pupils

- To use the strategies taught to them, to help secure spelling skills.
- To be able to identify the most effective methods to help them to learn and recall spelling rules.
- To practise, at home, the spelling rules which have been taught at school, to consolidate their learning in line with the homework policy.
- To transfer skills to their written work, correctly spelling words that have been learnt.

The Parents

- To support their children in the learning of spelling.
- To be familiar with the strategies that the children are encouraged to use to help them to learn their spellings.

Spelling in the New Curriculum 2014

From Year 1 to 6, each year group has statutory requirements which must be taught. A spelling overview for each term has been created from the National Curriculum 2014 which planning is linked to and the suggested bank of differentiated spellings for each term are adapted by teachers accordingly.

Years 1 and 2 have example words which are non-statutory and Years 3 and 4 and Year 5 and 6 have word lists which are statutory. They are words the government have compiled that pupils frequently use in their writing and those which they often misspell. These words are integrated into spelling lessons and spelling lists.

The Teaching of Spelling in the Foundation Stage and Year 1

Spelling within Reception and Year 1 is linked to the children's phonic programme – the 'Letters and Sounds' document. The primary skills for reading and spelling which 'Letters and Sounds' highlights are blending and segmenting. These skills are integral throughout the phases.

During daily phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to the phases. They will also practise recalling key/tricky words.

It is essential that children apply their knowledge of spellings, and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas - for example: topic activities.

In Reception, spellings lists are not given out. However, children are given words to learn to read and parents are made aware of which words their child should be able to read and spell, based on the expectations in the 'Letters and Sounds' document. Parents' are encouraged to support their children with these at home.

In Year 1, children have daily phonics sessions. Each week they will be given a list of between 4 and 8 spellings which are linked to sound patterns and tricky words. These will be specific to the phase and the needs of the children. When appropriate, spelling lists may include proper nouns such as months of the year and days of the week.

The Teaching of Spelling from Year 1 to Year 6

Transition of spelling from Year 1 to Year 2

Children will have followed a programme of phonics teaching in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Phase 5. The spelling objectives for Year 2, which work in conjunction with Phase 6 of the 'Letters and Sounds' document, ensure that children have knowledge and understanding of alternative spellings for each phoneme. For those children who are not yet secure at Phase 5, it will be necessary to continue with this phase before moving on to the Year 2 objectives.

Spelling in Year 1 to Year 6 will follow the year group long term plan created from the National Curriculum 2014. The 'Support for Spelling' publication and Spelling Bank will still be referred to when these link to the year group objectives. The expectation is that two spelling sessions will be taught each week. There is flexibility in how this is delivered and managed within the curriculum. A homework spelling task will also be set each week (see homework section).

Within the teaching of spelling, there should be opportunities to:

- Revisit, explain, use
- Teach, model, define
- Practise, explore, investigate
- Apply, assess, reflect

This teaching sequence links to the 'Letters and Sounds' document used in Reception and Year 1.

Application of Spelling in Writing

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent 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:

- Opportunities within lessons to apply the spelling rules they have learnt in written tasks.
- 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 an 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 ability to understand and apply what has been taught and then identify targets for further improvement.
- Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

Spelling Journals

In Years 2 to Year 6, all children will be given a spelling journal which will move with them throughout the school. This journal will remain in school and children will use it to record the spellings they need to focus on in their work. The spelling journal will be used in the following two main ways:

1. A regular part of the spelling activities involves the children identifying specific words that they need to continue to work on. These could be words exemplifying a particular pattern, or convention, of high-frequency words. These words are put into the children's spelling journals with tips on how to remember the spelling.

2. To record spellings arising from each child's independent writing: these words will be personalised to the individual child and will be those that frequently 'trip them up' as they are writing. These words can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell these words correctly in subsequent pieces of writing.

Children should have a manageable number of personalised spellings in their spelling journal at any one time and these should be reviewed each half term. Children should be taught to look for evidence of correct spellings in their independent writing and can then remove the word from the list once it has been consistently spelt correctly.

Spelling Walls

A spelling wall will be introduced in Year 1 to support children, allowing them to select words which they spell incorrectly in their writing. The wall will be used by the teacher to identify a word which is commonly spelled incorrectly. Children could then be given the opportunity to refer to this wall during future writing tasks. If appropriate, other year groups can adopt this practice in their classrooms.

Using dictionaries

Children should be taught to use a dictionary to check their spellings. By Phase 6, the repeated singing of an alphabet song at earlier phases should have familiarised them with alphabetical order. Their first dictionary practice should be with words starting with different letters but, once they are competent at this, they should learn how to look at second and subsequent letters, as necessary. Children will sometimes require support with certain spelling patterns such as 'ph'.

Links with handwriting

Developing a fluent and joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. As children are taught how to join letters, they can begin practising letter strings and complete words, linked to the specific focus for teaching in the spelling unit.

Assessment and Monitoring

It is important that the assessment of children's spellings is meaningful for the child but also for the teacher when planning the teaching of spelling.

Assessing spelling should not just be about identifying words that children spell correctly and incorrectly in a test, but consistently within their writing. It should be an opportunity to evaluate students' understanding of sounds and conventional spelling patterns. An awareness of the kinds of words that pupils find difficult, and the types of errors they make, is important when evaluating their spelling achievement and their understanding of language structures. For example, do they have a lack of phonetic knowledge, or are they confusing rules for spelling? Teachers

should then use this assessment information to plan subsequent phonics/spelling sessions.

Additionally, children should record correct spellings for misspelt words in their own spelling journal (or on a shared spelling wall in Year 1). This will enable them to revisit and practise words when writing, through multi-sensory approaches - for example: looking, saying, hearing and writing words.

Self-assessment of pupils' own spellings is also essential as it encourages independence in learning and reflection on their writing. We should encourage children to proof-read and spot their own errors in written work, with reference to their spelling journals, spelling displays within the classroom, spelling strategy prompts and, when ready, dictionaries. (See marking section for more detail.)

Each year, a House spelling competition will be held to raise the profile of spelling.

Marking of Work

Marking is integral to how we assess the children's writing. It should be purposeful, constructive and support the child by showing them how they can improve. It should also assist the teacher in planning the next crucial steps for learning.

When focusing on spelling within writing, children should firstly be given the opportunity to write freely and be encouraged to use spelling strategies they know. This ensures that the child is still motivated to write and promotes independence when spelling.

However, at the proof-reading stage, time should be given for checking any words the child is unsure of or unfamiliar with. When writing, children are encouraged to highlight these words by underlining them so that they remember to revisit them later.

They should then be encouraged to use their spelling journal/wall and any other spelling strategy prompts that are available within the classroom environment.

As teachers, our initial responses to a child's piece of work, particularly at the drafting stage, should be related to the learning objective and content (Composition and Effect). We should be concentrating on the positive aspects of the writing. During the proof-reading stage, the teacher should identify an appropriate but manageable selection of incorrect spellings. These words could be written correctly on the page for the child to see and then transfer to their individual spelling journal.

Homework and Spelling Tests

Children will be given weekly homework which is linked to that week's spelling focus or the statutory word lists. Year 2 to Year 5, will have a list of words which we encourage parents to test them on at home but there will not be a test each week. This is because the children need to become better at applying their spellings

correctly in their writing. Instead, there will be a test each half term that includes spellings from each list that has been sent home throughout the half term. This test will include no more than 20 spellings depending on the year group and the individual child. To help Year 6 with the preparation for their SATs, they will continue to have a weekly spelling test.

Children will also receive a weekly spelling task to support the objectives they have been learning. These tasks will remain at home, to be used for children to prepare for the half termly test. Spelling tasks might include sentence work, dictionary skills, a website task, dictation or a crossword/word search.

The week before each test, a copy of all the words and objectives that have been taught that half term will be sent home.

Children will be expected to spend some time each day either learning their spellings or applying these spellings through the homework task provided. This is part of the daily reading and spelling time allocation.

Time Expectations

In line with our Homework Policy, children will be expected to spend a certain amount of time each day reading and/or completing their spelling homework. These timings are outlined below:

Year Group	Time to be spent daily on reading and/or spellings
Reception	5 minutes
Year 1	10 minutes
Year 2	10 minutes
Year 3	15 minutes
Year 4	15 minutes
Year 5	15 minutes
Year 6	15 minutes

Parental Involvement

To help parents support their children with spelling at home, a 'Coppice Guide to Spelling' is available on the Coppice website. This guide will include spelling strategies to help parents to support their children, top tips and helpful websites.

Each week, we encourage parents to test their child on the words sent home. If a teacher is concerned with the progress a child is making in spelling, then he/she will contact the parents. If a parent is concerned, then they should make contact with the class teacher.

Literacy books (where tests are recorded) will remain in school but will be available at parents' evenings.

In Key Stage 1, parents will be given the opportunity to attend an information session on how they can support their children at home with spelling and the teaching of phonics.

Date agreed by the Governing Body:

Tony Goddard_____ **(Chair of Governors)**

Richard Green_____ **(Head Teacher)**

Review Date – May 2019