



**South Hiendley Primary School**

## **PHONICS & SPELLING POLICY**

Subject Leaders: Mrs. H. Reed & Mrs. L. Whelan

Policy reviewed: September 2018

Next review: September 2019



**RATIONALE**

This document is a statement of the aims, principles and strategies for the teaching and learning of phonics and spelling at South Hiendley Primary School (SHS). Development in these areas enables children to become competent readers and writers so that they can communicate effectively in their work. At SHS, from a very early age, children are encouraged to build a phonological awareness leading to knowledge of the phonological structure, or sound structure, of words. Phonological awareness is an important and reliable predictor of later reading ability and is, therefore, a focus of the teaching of spelling at our school.

## **AIMS**

The aims are:

- to raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.
- to enable children to gain phonic knowledge and skills with the expectation that they will become fluent readers and writers, having secured word building and recognition skills.
- to ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- to ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable.
- to encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- to help the children to apply the skill of blending phonemes in order to read words.
- to help the children to segment words into their constituent phonemes in order to spell words.
- to learn that blending and segmenting words are reversible processes.
- to ensure continuity in practices and progression in spelling skills.
- to provide children with a range of strategies to help them become secure with spelling rules.
- to build confidence so that all children become 'have-a-go' spellers even when attempting more complex words.

## **STATUTORY REQUIREMENTS**

Planning of the teaching of spelling at SHS is based on the requirements of the EYFS curriculum, and the Primary Curriculum.

## **PRINCIPLES OF TEACHING AND LEARNING**

## **Teaching and Learning of Phonics and Spelling in EYFS and KS1**

Phonics and spelling in EYFS and KS1 are taught following the Letters and Sounds programme. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds' i.e. *Revisit and Review, Teach, Practise and Apply*. In Early Years and KS1 children are taught as a whole class with smaller groups being pulled out to address gaps, enabling all children to reach their full potential.

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly-paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have phase-appropriate displays, concentrating on both sounds and key words. At SHS, we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum. The acquired skills are also applied in activities such as shared and guided reading or writing.

### **EYFS/Year 1**

- Children have daily discrete phonics lessons for fifteen minutes in EYFS and twenty minutes in year 1.
- By the end of reception, children are expected to be at least secure in Phase 3 and by the end of year 1, to be secure in phase 5.
- Year 1 children are given phase-appropriate weekly spellings to learn for a test.

### **Year 2**

- Children in Year 2 are taught from the National Curriculum objectives for the year group
- Children are taught every day in a discrete lesson for twenty minutes
- Children are given phase-appropriate weekly spellings to learn for a test.
- Children who need further support with their phonics have focussed interventions designed to close the gaps. Their progress is tracked by the CLLD lead.

## **Teaching and Learning of Spelling in KS2**

All spelling in KS2 is taught in line with the requirements of the National Curriculum.

- Children have a weekly taught spelling lesson. This leads to a list of words which is expected to be learnt for the following week's lesson.
- Children who need further support with their phonics have focussed interventions designed to close the gaps. Their progress is tracked by the CLLD lead.

## **PLANNING FOR SPELLING**

Spelling is planned by each class teacher for their year group and by support staff with responsibility for intervention programmes and small groups. Teachers use their own

planning format to structure the lessons they will be delivering as we believe that planning is for the teachers' own information and use.

Teachers have access to a range of resources, programmes and schemes which they use as appropriate.

## **ASSESSMENT**

In Foundation Stage and KS1, children's progress is carefully assessed and monitored. Children are tracked using the Letters and Sounds Progress Tracking sheet. Teachers use daily phonics sessions to monitor children's progress, and assess children through their writing and reading. All members of staff involved in the teaching of phonics, review the children's progress termly to ensure that they are put into the appropriate group and all assessments are accurate.

In addition, at the end of the autumn and spring terms, the CLLD lead carries out previous years' phonics screening checks with the Year 1 children and those children in Year 2 who failed the check previously, in order to monitor progress and address any gaps.

In KS2, apart from the weekly tests, spelling is assessed in a variety of ways, both formally and informally. It is continuous so that it informs planning for teaching and learning. Misspelt words are identified in children's work as part of the marking process.

## **STATUTORY TESTING**

In Year 1, children take the phonics screening check. This test confirms whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard, additional support will be put in place in order for the child to make accelerated progress with their reading and writing. These children will then repeat the phonics screening check at the end of Year 2.

Spelling is statutorily tested at the end of KS1 and KS2.

## **MONITORING**

Monitoring is carried out by the CLLD lead and the English Leader who have joint responsibility for this area of the curriculum.

## **INCLUSION AND SPECIAL NEEDS**

At SHS, we are aware of the needs of all special needs children, including SEN and Gifted and Talented. The SENCO works closely with class teachers to ensure that the individual needs of children are met. This includes advising on One Page Profiles; ensuring that they are linked, as far as possible, to the appropriate objectives for that child's year group; and reviewing them as necessary. TAs work with identified small groups. We strive to adapt our styles of teaching to allow all children access to the curriculum.

## **EQUAL OPPORTUNITIES**

The school recognises, and caters for, the needs of all children irrespective of race, colour, religion, social background or gender. We aim to deliver the curriculum with a

sensitivity which takes into account these things. We continue to dismiss stereotypes, unless they serve a purpose and give a basis for discussion. We also cater for the needs of left-handed children.

## **HEALTH AND SAFETY**

We take every precaution to make sure that all materials that our children have access to are suitable. The school strives to make Internet access safe for its children and all the usual precautions are taken. However, the school is aware that, on occasions, children could access materials which are inappropriate so, when using the ICT equipment, children are always accompanied by an adult and are fully supervised.

## **STAKEHOLDERS' RESPONSIBILITIES**

### **The Role of the Subject Leaders**

The leaders have overall responsibility for the progress in spelling at SHS. The role includes:

- writing an action plan which develops priorities in the SDP (CLLD lead)
- monitoring the standards of children's phonics and spelling and the quality of teaching across the school
- attending all relevant Inset/training and sharing outcomes with staff
- delivering in-house training
- being available to staff for discussion, advice and support
- having an awareness of planning across the school
- carrying out classroom observations (FS & KS1)
- purchasing, organising and maintaining teaching resources
- looking at and analysing assessment data (CLLD)

### **The Role of the Governing Board**

The Governing Board has a responsibility to:

- ensure compliance with the legal requirements of the National Curriculum
- ensure that the school complies with all equalities legislation
- ensure that funding is in place to support this policy
- ensure that this policy and all linked policies are maintained and updated regularly
- ensure that all policies are made available to parents
- ensure the effective implementation, monitoring and evaluation of this policy

This policy works alongside the English policy and all staff will take this into account when planning and delivering phonics or spelling sessions.