



Spelling Policy

Portishead Primary School

2019

Rationale

Spelling is essential for communication and when children write for a purpose they become aware of this need. The systematic teaching of phonics and spelling is vital. At Portishead Primary School we recognise the importance of this and ensure that there is consistency throughout a child's time at this school.

Aims and Objectives

- To provide children with the necessary experiences in order to develop their spelling skills
- To equip children with a range of phonological options to be able to select appropriate spelling and common spelling patterns, through a variety of teaching strategies
- To provide children with strategies that can support their everyday work

Teaching and learning

The teaching of the alphabet begins as soon as the children enter school. This is based on learning the high frequency words (taken from Letters and Sounds lists). Children are given the high frequency words to learn at home over the course of the year. This continues in year 1 and 2 depending on the needs and ability of the children. Children are expected to practise these at home with the support of parents and guardians. The teaching of phonics plays a vital role in children's ability to spell so great emphasis is placed on the teaching of phonics to more focused teaching of spelling strategies particularly in EYFS and KS1. Phonics sessions take place daily for 15-20 mins depending on the age, maturity and ability of the children.

As children move through KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to more focussed teaching of spelling strategies, conventions and rules to build upon a child's established phonological knowledge. Key stage two spelling objectives are taken from the DfE Support for Spelling and Spelling Bank documents. Supports for spelling sessions take place at least twice a week. One session is direct teaching input, with a follow up session to revisit later in the week. This may extend to more, if needed. In year three, some children may still receive daily phonics by joining the

year 2 children. Spellings can also be taught in English lessons as and when they arise, in the form of spelling investigations. Spellings are often linked to handwriting.

It is important that spelling mistakes with the children's writing are identified and corrected. Three spellings per piece of work will be identified and practised as well as revising key words and identifying key topic vocabulary. This may include the misspelling of words which children should know, particularly key words/high frequency words and spellings which have already been taught. Any spellings that are frequently misspelt must be the focus of attention so that the correct spelling is learned. It is important that we do not discourage children from trying to use more adventurous vocabulary by over correcting spellings. We remind children not to dodge a word just because they are unsure of a spelling.

Home Learning

Children need regular spelling practise at home as well as at school. Spelling practice is included in Home Learning activities. In Foundation Stage children are given phonemes to practise and tricky words which are sent home to read, write and play games with. In year 1, 2 and 3 children take home a phonics book to practise the phonemes learnt that week and or spelling patterns.

In years 4- 6, home learning will require the children to apply and develop their Literacy skills. Children will think carefully about how they might present their learning and how it could be shared in class and will be given spellings to learn.

Planning

Planning is based on the material provided in the Letters and Sounds, Support for spelling and Spelling bank along with the renewed strategy and draft 2014 literacy framework.

In EYFS the actions from Jolly phonics are used to support the learning of individual phonemes. In EYFS, I-pad apps and Project X Phonics books are also used as is the Phonics Play website. The teaching of spelling and time for practise is planned within the overall planning for literacy (medium term plans and short term weekly/fortnightly plans).

Assessment

Assessment of pupil progress is in the first instance, on-going by the class teacher as part of formative assessment. In addition to this, pupils are tracked on our Letters and Sounds tracking sheets from Foundation to year 3. Children are tested on their high frequency words at different points though the year. At the end of year 1 all children will take the Phonics Screening Check as part of the government statutory requirements. Formal summative assessments are carried at the end of KS1 in year 2 as well as optional SATs that

take place at the end of year 3, 4, 5 and the spelling, punctuation and grammar test in year 6.

Inclusion

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEN coordinator and parents.

SEN children may follow specific programmes such as Toe by Toe, Nessy and Cobuild. The Vernon Single Word Spelling tests are used to track children who struggle with reading with interventions put in place thereafter.

We ensure that all left handed children sit on the left of other children so they have adequate space to write. We also ensure that the LSCWCh books are set up to support them ie: words are written on the right hand side of the page so that they can cover them up with their right hand.

Roles and responsibilities

- The English Leader in consultation with the head and class teachers has overall responsibility for the teaching and learning of spelling.
- The implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the English Leader on behalf of the Head and Governors.

Reviewed Date: Jan 2021

Phonic phases

EYFS Phase 1 to 3 letters and sounds/ and Jolly Phonics actions

Yr 1 Consolidation of phase 3 and phases 4-5

Yr2 – Consolidation of Phase 5 and phase 6 and into Support for Spelling