NEYLAND COMMUNITY SCHOOL

Spelling and Phonics Policy

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 Neyland Community School we recognise the importance of this and ensure that there is consistency throughout a child’s time at this school.

AIMS:

- to establish consistent practice, progression and continuity in the teaching and learning of spelling and phonics throughout the school.
- to differentiate spelling and phonics work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- to give children word work strategies that will enable them to become fluent readers and confident writers.

These aims will be delivered by:

- Word work taught explicitly, frequently and regularly.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, including more able and talented children, based on ongoing formative assessment.

TEACHING and CURRICULUM CONTENT

In Foundation Phase:

The teaching of Phonics at Neyland Community School will follow the teaching sequence set out in the Read Write Inc. Programme, supported by a variety of resources. High quality phonics sessions will be taught in regular Read Write Inc sessions, enhanced by a multi-sensory teaching approach, aware of different learning styles including visual, auditory and kinaesthetic. The recommended programme in Read Write Inc. includes teaching tricky high frequency irregular words.

In Key Stage 2:

Junior pupils who are able to successfully complete the RWI assessment do not attend RWI groups but stay in their class base for literacy where the teacher differentiates the activity based on literacy need. Those Juniors who still require RWI attend groups – but we take mix/age group into account for grouping.

Spelling is taught at the beginning of most literacy lessons as a type of warm up. This usually takes the form of some ‘general’ work linked to concept words/tricky words.

Formal differentiated spelling support takes place 3x a week during literacy sessions (maximum of 3 groups per class). To assist in grouping pupils a spelling test is given to each pupil at least once a term.
Baseline – single word spelling list – raw score gives a level- each level has blends and high frequency words to work on. If the class does not fit naturally into 3 groups – teacher assessment is used to decide upon a best fit.

As the single word spelling list is administered once a term – the impact of this system can be monitored and assessed.

Once groupings have been arranged the teacher tests each group with a dictation with the high frequency words in – from the Level pupils are working on (Literacy Co-ordinator can help with this)- in their literacy books.

Then identify misspelt HF words for the child to work on (using codes) – so the spellings come from the children’s work and they can see a context. Each child then starts a master list of individual words to work on.

Each child has a spelling journal (books prepared) where they keep their spelling work.

- **Front** – master list of individual high frequency words pupils are working on – handwritten – from dictation and added it to those mis-spelt words identified by teachers in their own writing. Teachers to use this whilst marking pupils written work.
- **Spelling test list grid** (only 5 High Frequency spellings on this at a time- 5 consecutive corrects before new words added) A page with amazing/interesting spellings that pupils find.
- **Back** - working level spellings (direct from single word spelling tests) , strategy sheets of what to do if they can’t spell a word and strategies to help learn tricky spellings.

**Teaching Spelling**

Triangle method – 1 group with teacher and two groups independently working. Over 3 days each teacher will work with group once. We need to make it fun; games/warm ups etc.

Teacher group – work on blends/patterns – teaching spelling not testing but looking for patterns based on the levelled work. On the wall have a chart of blends working on with each group – then all pupils can be involved and challenged by this.

2 independent groups

- one work on individual high frequency words from list (spelling journals)– using multisensory spelling method (need equipment box). They test themselves at the end of the session.
- Other group work on spelling games/RWI spelling/computer/ – linked to spellings they are working on.

Spelling journals to be used by pupils during all writing activities (on desk).

**Good quality dictionaries** – use of these need to be taught in context. They could be used in spelling lessons.

**Independent writing** - What do I do when I can’t spell a word? These strategies need to be taught and put in spelling journals

**Marking written work** - To start with only focus on high frequency words (no more than 5). (Everyone has a 100 word spelling list – so they know what they are.)
To begin with the teacher can write the words underneath. Use your teacher’s discretion – if these are not on their ‘group’ list - they can still add it to their master list to work on (as they are words the children want to use themselves).

MAT children should have all spellings picked up – at the teacher’s discretion. **All teachers** should ensure that they are aware of individual children’s needs through formative assessment. Assessment takes place as pupils apply their spelling knowledge during the course of their writing. Regular and repeated mistakes with spelling are cause for concern and must be quickly identified and rectified.

**Roles and responsibilities**

- The Literacy Co-ordinators in consultation with the head and class teachers have 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 Literacy Co-ordinator on behalf of the Head and Governors.

Reviewed: October 2015