



South Hiendley Primary School

PHONICS & SPELLING POLICY

Subject Leaders: Mrs. H. Reed & Mrs. A. Webber

Policy reviewed: September 2020

Next review: September 2021



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 Read, Write, Inc. programme., which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. At SHS, we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

All children are assessed regularly by our RWI lead teacher so they work with children at the same level. This allows complete participation in lessons.

Nursery

When appropriate, children will be introduced to the initial sounds in short five minute sessions.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Year One & Year Two

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour. Once children become fluent speedy readers they will move on to Guided Reading and GPS sessions in Year Two.

All relevant RWI teaching environments are equipped with appropriate displays and resources, 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.

Teaching and Learning of Spelling in KS2

All spelling in KS2 is taught in line with the requirements of the National Curriculum. Children are taught spelling lessons using the 'Spelling Shed' and the 'Twinkl Plan-It scheme', which match to the National Curriculum requirements for their year groups.

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 RWI assessment resources. Teachers use daily sessions to monitor children's progress, and assess children through their writing and reading. All members of staff involved in the teaching of RWI, review the children's progress regularly to ensure that they are put into the appropriate group and all assessments are accurate.

In addition, in Year 1, children will take the phonics screening check. This assessment will confirm 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.

In KS2, 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

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

MONITORING

Monitoring is carried out by the Reading Lead and the English Lead 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 Curriculum Leaders

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

- writing an action plan which develops priorities in the SDP
- 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
- purchasing, organising and maintaining teaching resources

- looking at and analysing assessment data

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.