

Lindfield Primary Academy Phonics and Spelling Policy

Aim

At Lindfield Primary Academy we believe that children should become confident, proficient readers and spellers through a fun, systematic and progressive approach. By becoming confident spellers and decoders, 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 and phonics are 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 way we teach reading and spelling is especially helpful for children who might be dyslexic. This is because we use very well-organised programmes that have a strong focus on phonics.

Overview of programmes

We follow the well-established Read Write Inc. phonics and Babcock No Nonsense Spelling programmes in order to meet the statutory and non-statutory requirements of the National Curriculum 2014 (see appendix 1).

Read Write Inc. developed by Ruth Miskin, is a whole-school literacy programme for 4-11-year-olds. It is designed to create fluent readers, confident speakers and willing writers. *Read Write Inc.* is rooted in systematic, synthetic phonics which is proven to be the most effective method for teaching children the skills of decoding for reading and meets the requirements of the National Curriculum 2014, giving your children the best chance of success in the national tests, whilst incorporating effective assessment to accelerate every child's progress and ensure no child is left behind. Through small, focussed sessions matched to their phonological understanding, children learn to convert graphemes (written letters) into phonemes (sounds).

The teaching/introduction of these is split into 3 sets:

Speed Sounds Set 1

m a s d t

i n p g o

c k u b

f e l h sh

r j v y w

th z ch q x ng nk

Speed Sounds Set 2

ay ee igh ow oo or ar or air ir ou oy

Speed Sounds Set 3

ee ea oy oi ay a-e igh i-e ow o-e oo u-e or aw air are ir ur er ou
ow ai oa ew ire ear ure

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Lessons follow the following format-

Speed sounds-

Say the sound

Read the sound

Write the sound

Reading activities-

'Word Time' activities including:

Making the sounds with magnetic letters for reading and spelling

*Reading and recognising phonetically decodable (green) words in **Fred Talk** (sound blending)*

*Spelling and segmenting words using **Fred Fingers***

Reading and recognising tricky (red) words

Paired and individual reading of story books linked to the sounds the children are learning

Vocabulary and comprehension checks

Writing activities-

Handwriting

Fred fingers/rhythms

Spelling check and 'test'

Hold a sentence

Build a sentence

Edit a passage

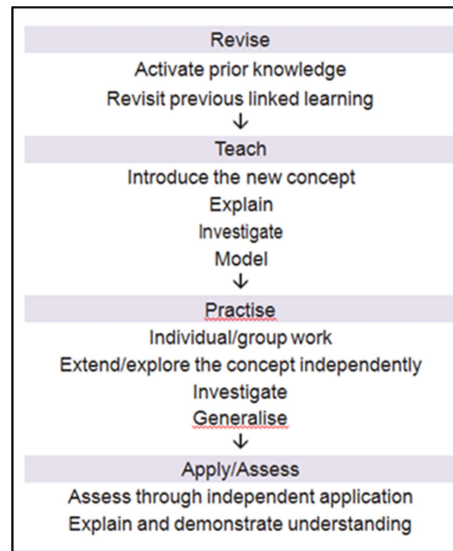
Composition and language comprehension

Children progress through the programme as follows-

Teach (new)	Review	Story and Get Writing books
Set 1 + blending		
	Set 1 + blending	Ditties
Set 2	Set 1 + blending	Green and Purple
	Set 1 and 2	Pink
Set 3: Reading only	Set 1 and 2	Orange
Set 3 Reading and spelling	Set 1 and 2	Yellow, Blue and Grey

The No Nonsense Spelling programme targeted at years 2-6, was written by the Babcock LDP Primary Literacy Team. It is designed to build firmly on the foundations of high quality phonics teaching and support a shift to the wider understanding of spelling conventions, patterns and rules whilst providing the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings. It offers teachers comprehensive guidance and progression on how to teach the strategies, knowledge and skills pupils need to learn in order to meet the requirements of the National Curriculum 2014.

A typical teaching sequence is as follows-



To ensure progression we teach phonics, spelling skills and strategies in all year groups as follows:

Early Years

Phonic knowledge underpins spelling. The teaching of this begins in Early Years. Children learn how to 'read' sounds in words and how those sounds can be written down; this is essential for reading, but it also helps children learn to spell well.

The primary skills for reading and spelling which 'Read, Write Inc.' highlights are blending and segmenting- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. These skills are integral throughout the phases. During their phonics sessions, children have the opportunity to learn strategies for spelling, including spelling patterns linked to the phases (see appendix 3). They will also practise recalling key/tricky words known as red 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 Early Years, spellings lists are not given out, however children are given words linked to their progression through Read Write Inc. to learn to read and parents are made aware of which words their child should be able to read and spell.

By the end of Early Years, children will be having daily focussed phonics sessions whereby they attend small groups based on their phonic ability and progress.

Year One

In Year 1, the boundary between revision of work covered in Early Years and the introduction of new work may vary, but basic revision will include: all letters of the alphabet and the sounds which they most commonly represent, consonant digraphs which have been taught and the sounds which they represent, vowel digraphs which have been taught and the sounds which they represent, the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds and words with adjacent consonants.

Children continue to have focussed daily phonics sessions and are taught to apply their phonics when spelling. Children use Fred talk and Fred fingers to sound out the words by segmenting. 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.

By the end of year 1, pupils should be able to read a large number of different words containing the Grapheme-phoneme correspondences (GPCs) that they have learnt, whether or not they have seen these words before. However younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write and should be encouraged to 'have a go' and make a conscious effort based on their phonic knowledge.

Year Two

In Year 2, the discrete teaching of spelling alongside the teaching of phonics becomes essential. The National Curriculum 2014 requires children to learn that the way a word is spelt is not always directly linked to the way a word sounds. Therefore, in addition to their daily phonics sessions, children receive a 15 minute spelling session.

During spelling sessions the children are introduced to GPC charts based on the International Phonetic Alphabet (IPA) to represent sounds (phonemes). A table showing the IPA is shown below.

Consonant GPCs

/b/	/d/	/ð/	/dʒ/	/f/	/g/	/h/	/j/	/k/	/l/ and / ə/	/m/	/n/
bat	dog	mother	jug	fish	goat	hand	yawn	cat	lamp, bottle	mouse	nail
b bb	d dd	th	j g ge dge	f ff ph	g gg gu gue	h	y	c k ck ch q que	l ll le el al il	m mm mb	n nn kn gn pn mn
/ŋ/	/θ/	/p/	/r/	/s/	/ʃ/	/t/	/tʃ/	/v/	/w/	/z/	
wing	thumb	pin	rain	sun	ship	tap	chick	van	watch	zip	
ng n(k)	th	p	r rr wr	s ss sc c ce	sh ch ti ci ss(ion, ure) s(ion, ure)	t tt	ch tch t	v ve	w wh u	z zz ze s se x	

Vowel GPCs

/ɑ:/	/ɒ/	/æ/	/aɪ/	/aʊ/	/ɛ/	/eɪ/	/ɛə/	/əʊ/	/ɪ/
arm	hot	cat	pie	cow	hen	day	pair	boat	pin
ar a	o a	a	igh ie ie i y	ow ou	e ea	ai ay a-e a aigh ei eigh ey	air are ear	ow oa oe o-e o	i y e
/ɪə/	/i:/	/ɔ:/	/ɔɪ/	/ʊ/	/uə/	/u:/	/ʌ/	/ɜ:/	
cheer	bean	fork	boy	book	cure	blue	cup	girl	
ear eer ere	ea ee e-e ie y ey e ei eo	or oor ore aw au our a al ar	oy oi	oo u oul	ure our	oo u-e ue ew ui ou ough	u o	er ir ur or ear	

In year 2, children develop the use of spelling journals and 'Have a go' sheets to enable them to take responsibility for their spelling learning and refer back to previous learning. Spelling journals can take many forms and are much more than just a word book. They can be used for:

practising strategies

learning words

recording rules/conventions/generalisations as an aide-memoire

word lists of really tricky words (spelling enemies)

'Having a go' at the point of writing

ongoing record of statutory words learnt

investigations

recording spelling targets or goals

spelling tests

Key Stage Two

Phonic knowledge continues to underpin spelling after key stage 1. In addition to Read Write Inc. sessions taking place 3 times a week for children who have not yet progressed to the 'off book' level of Read Write Inc. and a comprehensive understanding of all the set 3 sounds, spelling lessons take place. Teachers continue to draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In years 3-4 and 5-6 the National Curriculum introduces statutory word lists in addition to the spelling rules. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key

stage 2 alongside other words that teachers consider appropriate. The word lists have been split up as shown in appendix 4 and are taught in school and used for half termly/termly home learning tasks.

Assessment

Read Write Inc.

Children are assessed on their understanding of the sounds and corresponding words every six to eight weeks by their class teacher. Children are then re-grouped by the Read Write Inc. manager and information on the child's progress and learning is given out to parents after each assessment. Additionally, this can be found in appendix 2 and on the school website. Children not making sufficient progress are quickly identified and will benefit from one to one phonics to speed up their progress. Children above year 4 who have still not developed a sufficient understanding of phonics will take part in small focussed groups following a phonics programme linked to Read, Write, Inc. called Fresh Start.

Spelling

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities include:

Testing by teacher and peers

Dictation

Explaining

Independent application in writing

Frequent learning and testing of statutory and personal words

Error Analysis

Error Analysis tasks are used termly across years 1-6 to assess what strategies pupils are using in their independent writing. It helps teachers to identify misconceptions and where to focus future learning.

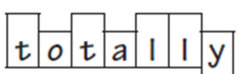
Spelling tests


As part of assessment and monitoring, children will usually be given a spelling list to learn which will be linked to the spelling patterns and objectives they have been

learning in spelling sessions. The spellings will then be tested on a weekly basis. Spellings may also be linked to the high-frequency words, statutory word lists or words from their spelling journal. The number of spellings they are given will be dependent on their year group and may be personalised to the individual child. Although we want pupils to be challenged, we don't want them to feel overwhelmed therefore the number of spellings follows the progression below-

<u>Year Group</u>	<u>Number of spellings</u>
Year 1	4-8
Year 2	4-8
Year 3	5-10
Year 4	6-12
Year 5	8-12
Year 6	8-15

We encourage the children to learn their spellings using a variety of strategies as seen below:

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, mix out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. 
Words without vowels	You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember. This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field: f _ _ ld
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.