



MARAZION SCHOOL

Phonics and Spelling Policy

Reviewed June 22 by Assistant Head Teacher and EYFS Team

Approved July 2022 by FGM

Aims and Objectives

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'.

An understanding of the developmental spelling stage of each child will aid teachers in their teaching.

Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly. Phonic knowledge alone will be inadequate.

The aims of spellings are:

- To encourage children to look carefully at the words
- To help children understand how the English spelling system works and how our history of spelling has influenced our spelling.
- To help and encourage children, developing their confidence as competent spellers, because the ability to spell the most words correctly is often closely associated with good self-esteem which affects performance in other areas of the curriculum.
- To develop and extend the children's vocabulary through shared guided and independent spelling activities.
- To help children enjoy spelling and recognise its value.

Teaching and Learning

Teaching and learning of spelling in the Foundation Stage and Key Stage 1 is underpinned by the use of a high quality phonics programme, alongside the Primary National Curriculum requirements for spelling in years 1 and 2.

Marazion School follow a DfE validated Letters and Sounds phonics programme ‘The Code’ by Smart Kids. Alongside this programme, other resources are used such as ‘Read Write Inc.’ flash cards used

A discrete phonics session of approximately 20mins takes place **DAILY** within EYFS and KS1. The phonics session includes the following parts:

- **Revisit**
- **Teach**
- **Practise**
- **Apply**

Children will be taught:

- the grapheme-phoneme correspondence in a clearly defined sequence, using The Code as a basis for this sequence
- the skill of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes
- common exception words (referred to as ‘Tricky words’ in school) – see below.

Focus groups in phonics are organised appropriately and led by both teachers and teaching assistants (‘Team Phonics’). Pupil progress is monitored half termly through Phonics Pupil Progress meetings and phonics focus groups are adjusted, informed by evaluation of pupils’ progress. Pupils are monitored against a trajectory to secure Phase 3 in Year R and to secure Phase 5 in Year 1.

Common Exception Words

Throughout each phase the tricky common exception words will be taught. These will be referred to as **Tricky Words** (these are words which cannot be spelled using phonic knowledge alone at the phase they are introduced).

Each teacher will use a variety of methods and a range of strategies to ensure the correct spelling of the common exception words appropriate to each phase plus subject specific vocabulary. As much as possible these words link to current learning.

Phonics Expectations

By the end of YR, the expectation is that pupils are secure within Phase 3 of ‘The Code’ By the end of Y1, the expectation is that pupils are secure within Phase 5.

Early Literacy Intervention

Following half termly evaluation of pupil progress in phonics, additional phonics groupings may be organised. These are:

- ✓ additional smaller focus group
- ✓ one to one precision teaching sessions

In addition, the Fischer Family Trust (FFT) early intervention programme runs in KS1 as part of the whole school early literacy intervention programme. This is a bespoke programme for individual pupils focusing on early reading and writing with the aim of closing the gap and accelerating pupils’ progress.

The Better Reader Partnership programme runs in KS2 and continues whole school intervention in reading. This is a programme focusing on improving fluency and developing comprehension skills.

The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of pupils in Reception.

Key Stage 2

An investigative approach is taken to the teaching of spelling, using the Primary National Curriculum requirements for Spelling, which outlines statutory requirements for Y3, Y4, Y5 and Y6 including word lists for each year group.

Learning and Practising Spelling (across the whole school)

Children will develop different strategies for memorising high common exception words or subject specific vocabulary.

Other memory strategies to support teaching and learning in spelling are:

- ✓ Syllables To learn my words I can listen to how many syllables there are so I can break it into smaller bits to remember (eg Sep-tem-ber, ba-by)
- ✓ Base words To learn my word I can find its base word (eg smiling - base smile + ing, eg women = wo + men)
- ✓ Analogy To learn my word I can use words that I already know to help me (eg could / would / should)
- ✓ Mnemonics To learn my word I can make up a sentence to help me remember it (eg could – C O U Lucky Duck or laugh – lions always use green hairspray)
- ✓ Spelling patterns
 - Remembering that when you add –ing to some words you take off the e (eg like, liking)
 - Some words need a double consonant when you add –ing (eg swim, swimming)
 - Sometimes y changes to i when you add a suffix (ed happy, happiness)

Application of Spelling in Writing

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- shared writing: an adult demonstrates how to apply spelling strategies while writing and teaching proof-reading skills;
- guided writing: an adult works with a smaller group to model the skills and knowledge needed in the writing in order for pupils to make more progress than would be possible during independent writing;
- independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;
- providing feedback about pupils' work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify next steps for improvement; reflection and feedback (including about handwriting) takes places during Progress Meetings. Pupils have Progress Books that are used in these meetings;
- teaching and practising handwriting, for example during adult guided sessions

Links with Other Areas of the Curriculum

The skills that children develop in spelling are link to, and apply in, all areas of the curriculum. Children will be encouraged to read and spell new words relating to different topics taught across the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

Using Dictionaries and Spelling Checkers

Each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and use these to check tricky spellings.

Homework

Pupils in KS2 (Years 3, 4, 5 and 6) have basic skills homework every week. There is a focus on practising spellings in a range of contexts with different strategies as part of these basic skills. Testing of spelling happens in several ways including dictation. Pupils are taught to identify the best learning style for them when learning to spell eg. visual, auditory.

Classroom Environments

Classroom environments, inside and out, support spelling. Pupils and adults refer to these environments during sessions to:

- ✓ understand 'what good looks like'
- ✓ search for 'wow' words
- ✓ aspire to a brilliant model of pupils' writing
- ✓ find a more brilliant word
- ✓ find subject specific vocabulary
- ✓ understand a spelling pattern
- ✓ write other words that follow the same spelling pattern
- ✓ respond to a spelling investigation
- ✓ remind themselves about the high quality expected for the presentation of handwriting
- ✓ look for 'Tricky' words