

# Spelling including Phonics Policy

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SEPTEMBER 2023 - 2025

**CAPTAIN WEBB PRIMARY SCHOOL**

## Spelling

### Aims

At Captain Webb Primary School we aim to:

- Raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.
- Encourage children to look carefully at the words.
- Provide opportunities to review and recall their learning- teachers must provide opportunities to consolidate learning throughout each week.
- Teach spelling in context- links to the oral use of the word and the formation of the word as a whole (handwriting).
- Ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them- accurate spelling and accurate letter formation go hand-in-hand.
- Help and encourage children; developing their confidence as competent spellers, because the ability to spell words correctly is often closely associated with good self-esteem.
- Develop and extend the children's vocabulary through shared, guided and independent spelling activities.
- Help children enjoy spelling and recognise its value.

### Teaching and Learning

The teaching of phonics plays a vital role in children's ability to spell so great emphasis is placed on this from foundation to key stage 1. 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.

#### In Foundation Stage and Key Stage 1:

The teaching of Phonics at Captain Webb Primary School follows the teaching sequence set out in the Read Write Inc. Programme, supported by a variety of resources.

High quality phonics sessions will be taught daily in Nursery, Reception and the Key Stage 1 classes, 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 (red words).

Pupils' progress is monitored daily as well as re-tested during the year and the groups are reorganised accordingly.

Our aim is for pupils to complete the phonics programme as quickly as possible. It is expected that all children complete the Phonics programme by the end of first Autumn half term in Year 2.

Once children complete the Read Write Inc. Phonics programme they are taught in their year group using Read Write Inc. Spelling.

Pupils in Year 2 who did not pass the phonics test receive RWI Phonics intervention. This continues in to Key Stage 2 if a pupil did not pass the test in Year 2.

#### In Years 2 – 6,

Spelling should be taught explicitly and regularly to all pupils. This is taught in 4 x 15 minute sessions per week following 'Read Write Inc. Spelling' programme. This is not just about phonological work and

spelling patterns. Children need to be taught explicitly about the structure of words (morphology) to guide their spelling. Teachers should be aware of the value of overlearning, i.e. revisiting and practising words. Little and often is the most effective method.

The Read Write Inc. Spelling programme is linked to the 2014 National Curriculum guidelines and statutory spellings and ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test.

This is a robust, fast paced and systematic spelling programme for children in years 2-6. The programme supports the aims of the National Curriculum to ensure that children:

- 'Spell new words correctly and have plenty of practice in spelling them... including exception words and homophones.'
- 'Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology (the study of the form of words) and etymology (the study of the origins and development of words).'
- 'Are supported in understanding and applying the concepts of word structure.'
- 'Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.'

### Teaching Sequence for Spelling

All staff will follow the 'teaching sequence for spelling; document that outlines the weekly spelling focus. e.g. Year 2 Spring 2 Week 1: **Book 2a Unit 7 the igh sound spelt y** **Red words: busy, father**

The teaching sequences have been planned to ensure progression and each year group have opportunities for revision to ensure spelling rules and common exception words are embedded.

### Spelling in Context:

Spelling is taught discreetly and embedded throughout the school day. Teachers ensure that spelling rules are being reinforced when teaching any writing based activity and will correct up to five spellings within a piece of writing where children have already been taught the spelling or the spelling rule. Expected spelling rules are outlined in the children's daily writing success criteria.

### Home Learning

Children need regular spelling practise at home as well as at school. Spelling practice is included in our school homework policy.

In Foundation stage and Year one, children are given phonemes to practise and red words which are sent home to read, write and play games with.

In Years 2 – 6, children are given spellings to take home and practise on a Monday. These words are related to the current teaching that week and children have a short spelling test on the following Friday.

### Marking Spelling

To highlight the importance of good spelling, it has been agreed that in any piece of written work completed by a child, a teacher should, where appropriate, mark or correct spellings accordingly. This will be up to a maximum of five spellings, but words which should be known already will be picked up by the teacher to be corrected by the child.

### **Examples of when this correction may be appropriate include:**

- a common, high frequency word has been spelt incorrectly.
- a word which has been given on the board or in a word bank has not been recorded correctly.
- a word given in previous tests has been spelt incorrectly.

As part of the child's improvement of their own work, following the teacher's marking, they may be asked to correct a spelling or practise the correct spelling 3x in their exercise books.

### **Dictionaries and Thesaurus's**

From Year 2 - 6, each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and supported whilst checking tricky spellings. As they progress through the years, children must begin to demonstrate more independence and help themselves to the resources, whilst proof-reading their draft pieces of writing.

### **Assessment**

Assessment of pupil progress is in the first instance, on-going by the class teacher as part of formative assessment. Reception children record phonic writing in books, which are assessed by the class teacher. In addition to this, pupils are tracked on our RWI tracking sheets from Foundation to Year 2 (if still requiring phonics) every 4 – 6 weeks.

Children from Year 2 to Year 6 take regular half termly spelling tests linked to the RWI Spellings programme. This enables teachers to track progress in spelling throughout KS1 and KS2.

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 and the spelling, punctuation and grammar test in Year 6.

### **Differentiation and Inclusion**

In accordance with the school's policies on SEND and Equality, all children are entitled to access spelling at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Where a child is having significant spelling difficulties, further interventions will be considered via our school SENco.

### **Roles and responsibilities**

It is the class teacher's responsibility to ensure that phonics and spelling is taught consistently in their class using and adapting the given programmes. Its use and effectiveness will be supported and monitored by the Literacy lead on behalf of the Head and Governors