



## Osbaldwick Phonics and Spelling Policy.

### 1. Introduction

Good phonics and spelling is necessary for effective written communication. High quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read and write fluently and automatically, freeing them to concentrate on the meaning and composition of the text. Spelling with ease increases the speed, quantity and quality of children's writing.

### 2. Aims

Our aims in teaching phonics and spelling are;

- To enable recognition of letter sounds and letter formation.
- To write unknown words in a phonetically plausible way until rules of spelling are taught and learned.
- To enable children to learn, investigate and remember spelling rules and patterns through a variety of teaching and learning methods.
- To enable children to learn from their own spelling mistakes and become more independent in their learning of words.

### 3. Teaching and Learning – Agreed Procedures

#### ➤ EYFS and KS1

- Phonics is taught following the Letters & Sounds programme.
- In Pre-School phonics is taught daily in a discrete session and through enhanced activities.
- In YR and KS1, phonics is taught daily, in a discrete session, for approximately 30 mins.
- Children are taught in discrete groups by the class teacher or TA.
- In addition, the children have access to constant and enhanced activities which allow them to reinforce and apply skills taught in the discrete phonics session.
- Phonemes are introduced in the order specified in the Letters & Sounds programme.
- Alliterative songs are used to teach the sound (phoneme) and corresponding written representation (grapheme).
- Read write Inc mnemonics and pictures are used to reinforce the written representation (grapheme) and correct formation.
- In YR 'Sound folders' are sent home and parents are encouraged to support their child in reading and writing phonemes and graphemes.
- Correct enunciation of phonemes, as outlined in L&S should be demonstrated and taught. A video clip showing correct enunciation is available to teachers and we plan to share this with parents via the school website.
- Teachers should use and teach the correct terminology for phonics as outlined in the L&S document.
- Teachers use a multi-sensory approach to the teaching of phonics, as outlined in the Letters & Sounds programme.
- Children are encouraged to write independently and attempt their own spellings, using their phonic knowledge from the beginning. Adults assist children to use their knowledge of phonics and spelling patterns.

- Visual strategies will be encouraged from the earliest stages. The children will be trained to write words correctly from memory rather than copying words supplied by the teacher. This should begin at YR.
- ‘Look, Say, Cover, Write, Check’ will be taught and emphasised when spellings are learnt.
- As children become more proficient spellers they use their own personal word books in which they attempt to spell words independently.

#### ➤ **KS2**

- Phonics teaching, following the Letters & Sounds programme is continued in KS2 where necessary.
- Spelling is taught following the Save Teacher’s Sunday spelling programme.
- Spelling should be actively taught, through discrete lessons 3 times a week, as outlined in the KS2 spelling programme.
- Children are encouraged to attempt their own spellings, using their phonic skills and taught strategies for spelling.
- Strategies for spelling are taught, as recommended in the Letters & Sounds programme and KS2 spelling programme. These include the ‘Look, Say, Cover, Write, Check’ method, looking for words within words and the use of analogy and mnemonics to support learning.
- Children are encouraged to check their own work and identify their own errors .
- Children are encouraged to look words up in dictionaries and thesauri, using a growing awareness of alphabetical order.

#### **4. Expectation**

The expectations for attainment in phonics and spelling are in line with those outlined in the Letters & Sounds/KS2 spelling programmes.

End of YR – Secure at Phase 4

End of Y1 – Secure at Phase 5

End of Y2 – Working within Phase 6

End of KS2 – Secure at Phase 6

#### **5. Planning**

Planning is based on the learning objectives from the Letters & Sounds / KS2 spelling programmes.

Phonics planning is recorded on the agreed format and in EYFS/KS1 sessions follow the four-part teaching sequence **Revisit/review-teach-practise-apply**.

#### **6. Assessment, Recording and Target Setting**

Assessment of phonic phase is based on the Letters & Sounds assessment criteria.

In EYFS/KS1 and, where necessary in KS2, assessment is ongoing. Evidence of children’s ability in phonics is gathered cumulatively during the daily discrete phonics session and Teacher’s collect additional evidence from their observations of children reading and writing independently.

Phonic assessments based on the Letters & Sounds criteria are used to monitor children's progress on a termly basis and to ensure teaching is focused on the appropriate phase. This is continued into KS2 where necessary.

Letters and Sounds; Assessment and Tracking Guidance gives additional support for teachers in making judgements about children's progress through the phonic phases .

In KS2, children's spelling is monitored through opportunities identified in planning. Summative assessment of spelling is included within end of year QCA spelling tests, assessments and KS1/KS2 SATS assessments and through teacher assessment of writing using APP.

In EYFS and KS1 and, for those children in KS2 who are working below age-related expectations, progress through the phonic phases is tracked termly on the 'phonic phase tracker'. The tracker supports teachers in grouping children according to phase and allows the early identification of those needing support.

Across the school, targets linked to the application of phonics may be set for individuals.

- **Marking spelling within writing**

Identification of inaccuracies in children's work will be used to raise their awareness of the importance of accurate spelling in effective communication.

Inaccuracies will be identified using the agreed mark scheme.

In EYFS/KS1, work may be annotated to aid understanding of the content and teachers will correct children's spelling according to their 'phase' of development.

In KS2, teachers will correct high frequency words, words that are copied or on display and phonetically plausible words. A range of subject-specific spellings will be corrected when misspelled. Attempts at ambitious vocabulary are recognised and inaccuracies in these are identified.

## **7. Equal Opportunities**

This policy applies to all children irrespective of race, gender, ability or disability. Children are given access to a broad range of reading and writing activities including texts from other cultures and texts that explore a variety of issues.

## **8. Special Educational Needs (SEN)/Inclusion**

All children should be accessing daily/regular phonics and spelling work. Children who require additional support should receive additional intervention. A variety of 'catch up' programmes are put in place throughout the year depending on need and these are run by the Teaching Assistants.

In KS2, those who are working below age-related expectations, will have small group phonics sessions as an intervention delivered by teaching assistants. These are based on the Letters & Sounds teaching programme.

## **9. Links to handwriting**

The teaching of letter formation is directly linked to the learning of letter sounds and spellings, and will include joining digraphs and trigraphs. Teachers should ensure that word level work focused on phonics and spelling also deals with letter formation (see Handwriting policy)

## **10. Classroom environment**

At Osbaldwick School we provide an environment which supports teaching and learning in phonics and spelling.

### **Parental Involvement**

The learning of phonics and spelling will be encouraged as part of the home-school partnership.

In YR, 'Sound folders' containing the focus phonemes are sent home and parents are encouraged to practise these with their children, along with the appropriate song.

In YR, regular parent information meetings keep parents updated about the teaching of phonics.

In all year groups, parents are encouraged to use the reading diary to record observations related to the application of phonics in reading.

Across the school, homework may include phonics games, activities and work related to spelling patterns.

## **11. ICT**

The use of ICT has become a successful learning and teaching aid throughout the school, in helping children recognise and learn phonics and spelling. For example, Interactive teaching programs are used during phonics and Literacy sessions to teach phonics and spelling rules.

## **12. The role of the co-ordinator**

Consistent teaching of phonics and spelling will be monitored through regular classroom observations, planning and work scrutiny by the Literacy coordinator and Leadership team.

The Literacy coordinator will monitor attainment by collecting the trackers at the end of each term and will liaise with the SENCo to organise appropriate intervention for those who need it.

**It is the responsibility of all staff to implement this policy.**

**Date adopted: September 2014**

**To be reviewed annually**