

BORROW WOOD PRIMARY SCHOOL



Spelling and Phonics Policy

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Introduction

This policy is a statement of the aims, principles and strategies for teaching spelling at Borrow Wood Primary School. It sets out the framework within which teachers can operate and will give guidance on planning, teaching and assessment. The school takes its scheme of work from the new National Curriculum and this should be referred to alongside this policy, as should Letters and Sounds for reference to the teaching of phonics. Year groups have specific spelling skills and wordlists to be taught in that year in order to allow children to become confident and capable spellers.

Rationale

Spelling plays a vital part in the communication of meaning. The use of conventional spelling enables children to become independent and effective writers. It is important to use a variety of strategies in teaching spelling to meet the needs of different learning styles. Strategies alone, however, are not enough. Spelling must be taught in a systematic way. Children need opportunities to see patterns and hear the teacher pronouncing phonics and words correctly as well as seeing them written.

Aims

All children should be taught:

- To recognise common spelling patterns and words within words
- To use independent spelling strategies e.g. sounding out, recognising common letter strings, spelling by analogy etc (all specified in the new National Curriculum or Letters and Sounds)
- To use word banks and dictionaries
- To understand and use the spelling conventions and rules common to the English language (all specified in the new National Curriculum and Letters and Sounds)

Phonics

At Borrow Wood Primary School we have a consistent approach to phonics and use the 'Letters and Sounds document'. In the Foundation stage and Key Stage One, phonics is taught for 25-30 minutes on a daily basis in differentiated groups by teachers and teaching assistants. .

The children are taught phonemes, graphemes, high frequency words and spelling patterns. There is a balance of hearing, reading and spelling the phonemes they are being taught.

Any child who has not reached the expected Letters and Sounds phase will be assessed against the Early Literacy Support Programme and, if appropriate, will take part in ELS sessions daily from October half term.

Letters and Sounds continues into Key Stage 2 as an intervention if needed.

Key Stage 2 Delivery

Children are given a list of spellings to take home at the beginning of every half term. Children are tested three times during the half term to ensure their knowledge is secure. These spellings are put on a bookmark that the children can access whilst doing writing activities. Spelling bookmarks are

not used during Big Writing time as the children need to demonstrate that they can apply their spellings during independent writing. Teachers also indicate, when marking, which spellings the children need to practise in addition to the spelling lists. These words could be high frequency words or words that should have been learnt in previous years. Children are expected to write these words in the blank spaces on their bookmarks and practise them as well.

In Key Stage 2, children have a discrete Grammar, Spelling and Punctuation session on Monday mornings. During this time, children are working towards their stage targets in the following areas; Transcription and Vocabulary, Grammar and Punctuation. In addition, teachers deliver a short recap spelling session at the start of every English lesson. This is to ensure that spellings are embedded and being applied in writing across the curriculum.

In Key Stage 1 and 2, children are also given opportunities to practise their spellings during registration time and as an activity during Guided Reading. Children are encouraged to use the following spelling strategies:

- Repeat the word
 - **Look** at the word
 - **Cover** the word with their hand
 - **Write** the word
 - **Check** the word is correct
- Sound the word out
- Split the word into syllables
- Use rhyming words (e.g. should, would, could)
- Use base words (e.g. run, running, runner)
- Use mnemonics to memorise letter order (e.g. **big elephant can always understand small elephants**)
- Rainbow writing (writing each letter in a different colour)
- Spellstairs (adding one letter each time the word is written)
- Finding words within words
- Write spellings in alphabetical order
- Write the words in sentences
- SUS (**S**tudy the word, **U**nderline the difficult parts, **S**ay the spelling)
- Different sizes (PeOpLe)
- Blue vowels (write the vowels in blue)
- Draw the shape of the word
- Write the word three times in three different colours
- Write the word without vowels, cover the word then fill in the gaps

The strategies are displayed in classrooms to remind the children whilst they are working independently.

Marking

Through marking, teachers recognise effort, achievement and progress in children's work. Therefore, the school's Marking and Feedback Policy should be referred to alongside this section of the policy.

Teachers highlight any spellings they expect children to know. For example, any spellings the children have been learning during the current year and any words from previous word lists. The children then write these words correctly on their bookmarks and use them to refer to whilst writing. Children should do this during HANG (Have Another Go Time) and DIRT (Dedicated Improvement Reflection Time) time ready for the next week's learning.

Planning

Teachers will plan from the Letters and Sounds and National Curriculum 2014 document for their year group.

The table below documents the end of year expectations for each year group.

<p>Early Years</p>	<p>Early Learning Goal 10 Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Letters and Sounds:</p> <ul style="list-style-type: none"> • Be able to orally blend and segment CVC words; • Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: if, am, on, up and ‘silly names’ such as ip, ug and ock; • Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes) • Be able to spell the tricky words the, to, I, no, go; • Be able to segment and spell words containing adjacent consonants; • Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are
<p>Year 1</p>	<p>Children should revise:</p> <ul style="list-style-type: none"> • 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 • Words with adjacent consonants • Guidance and rules which have been taught <ul style="list-style-type: none"> • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • The /ŋ/ sound spelt n before k • Division of words into syllables • -tch • The /v/ sound at the end of words • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word • Adding –er and –est to adjectives where no change is needed to the root word • Use the following vowel digraphs and trigraphs <ul style="list-style-type: none"> ai, oi ay, oy a–e e–e i–e o–e u–e ar ee ea (sea) ea (head) er (stressed sound) er (unstressed schwa sound) ir ur oo (food) oo (book) oa oe

	<p style="text-align: center;">ou ow (now) ow(snow) ue (blue) ue (rescue) ew (new) ew (flew) ie (pie) ie (chief) igh or ore aw au air ear (dear) ear (bear) are (dare)</p> <ul style="list-style-type: none"> • Words ending in –y • New consonant spellings ph and wh • Using k for the /k/ sound • Adding the prefix –un • Compound words • Common exception words
Year 2	<ul style="list-style-type: none"> • Revision work from previous years • The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/ <ul style="list-style-type: none"> • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Adding –es to nouns and verbs ending in –y • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The sound spelt –ey /i:/ • The sound spelt a after w and qu /ɒ/ • The sound spelt or after w /ɜ:/ • The sound spelt ar after w /ɔ:/ • The sound spelt s /ʒ/ • The suffixes –ment, –ness, –ful, –less and –ly • Contractions • The possessive apostrophe (singular nouns) • Words ending in –tion • Homophones and near-homophones • Common exception words
Year 3	<ul style="list-style-type: none"> • Revision work from previous years • Adding suffixes beginning with vowel letters to words of more than one syllable

	<ul style="list-style-type: none"> • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • The suffix –ly • Words with endings sounding like /zə/ or/tjə/ • Words with the /k/ sound spelt ch (Greek in origin) • Words with the /ʃ/ sound spelt ch (mostly French in origin) • Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) • Words with the /s/ sound spelt sc (Latin in origin) • Words with the /eɪ/ sound spelt ei, eigh, or ey
Year 4	<ul style="list-style-type: none"> • Revision work from previous years • More prefixes • The suffix –ation • Endings which sound like /zən/ • The suffix –ous • Endings which sound like /ʃən/, spelt –tion, • –sion, –ssion, –cian • Possessive apostrophe with plural words • Homophones and near-homophones
Year 5	<ul style="list-style-type: none"> • Revision work from previous years • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency • Words ending in –able and • –ible • Words ending in –ably and –ibly • Adding suffixes beginning with vowel letters to words ending in –fer • Use of the hyphen • Words with the /i:/ sound spelt ei after c • Words containing the letter-string ough • Homophones and other words that are often confused
Year 6	<ul style="list-style-type: none"> • Revision work from previous years • Endings which sound like /ʃəs/ spelt –cious or –tious • Endings which sound like /ʃəl/ • Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Homophones and other words that are often confused

Spelling lists

The table below documents the list of words each year group is expected to spell by the end of the year.

Year 1	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our
Year 2	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
Year 3	actual, learn, group, heard, arrive, circle, often, build, eight, caught, centre, century, heart, breath, busy, early, continue, decide, island, minute, difficult, earth, consider, enough, perhaps, address, guard, material, recent, guide, forward, fruit, though, notice, quarter, length, library, famous, describe, mention, answer, appear, actually, extreme, February, certain, height, history, imagine, increase, interest, important.
Year 4	accident, believe, strange, reign, interest, various, possible, grammar, woman,

	women, promise, therefore, opposite, ordinary, perhaps, pressure, particular, calendar, popular, position, possess, possession, purpose, potatoes, different, exercise, regular, complete, remember, sentence, separate, special, thought, weight, straight, favourite, strength, suppose, surprise, bicycle, business, medicine, natural, naughty, peculiar, occasion, occasionally, probably, knowledge, experiment, experience, question, disappear, important.
Year 5	occur, accompany, according, according, achieve, aggressive, forty, ancient, apparent, occupy, attached, available, average, awkward, bargain, bruise, category, cemetery, critic, community, communicate, competition, conscience, conscious, dictionary, equipped, curiosity, definite, harass, foreign, controversy, convenience, correspond, criticise, desperate, determined, disastrous, embarrass, environment, equipment, especially, exaggerate, hindrance, excellent, existence, explanation, familiar, amateur, frequently, government, guarantee, immediate, knowledge, experiment, experience, business, possession, disappear, weight, separate.
Year 6	individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, recommend, relevant, restaurant, signature, sincere, immediately, soldier, stomach, sufficient, suggest, twelfth, variety, vegetable, vehicle, yacht, neighbour, nuisance, appreciate, accommodate, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, symbol, system, temperature, thorough, committee, environment, government, communicate, accommodate, embarrass, rhyme, rhythm, sacrifice, secretary, shoulder, appreciate, conscious, competition, definite, convenience, desperate, disastrous, especially, equipment, foreign, familiar, frequently, government, guarantee, immediate.

Assessment and Recording

Throughout the year, teachers assess the children on their spellings. In Early Years and Key Stage 1, teachers use the 'Letters and Sounds Assessment for Each Stage' Document to assess the children's grapheme to phoneme correspondence and segmenting skills. These booklets are completed once a term and are passed on to the next teacher to continue.

Children in Key Stage 1 and Key Stage 2 are tested three times during a half term to ensure their spelling of the word list is secure. This is monitored and further homework is sent home to ensure children know the words they previously did not.

Teachers assess children using the end of year expectations grids. When the teacher has witnessed the children achieving their target three times independently, their target is ticked off. Teachers use a variety of work to assess children. For example, if they apply spelling rules in Big Write, daily English work and spelling tests.

Parents

Parents play a vital role in helping children learn spellings for homework. These spellings are differentiated, sent home at the beginning of each half term and the children are tested on them. There is no doubt that children, who learn their spellings thoroughly find it easier to communicate in the written form.

Equal Opportunities

We regard the achievement of every group of pupils to be of equal importance. This is reflected in the curriculum we teach. We value and reward the achievements of all pupils equally. We have high expectations of behaviour for every group in school. We aim to involve parents from every background and believe this is a significant benefit to the school.