

Phonics and Spelling policy

Spelling will always be an important key skill that is securely underpinned by sound phonics knowledge.

We know that the teaching and learning of phonics plays a key role in helping children learn to read, write and spell. At Chandlers Field Primary School, we use the Sounds~Write Phonics Scheme which is a high-quality program endorsed by the DfE and is a structured, multi-sensory, incremental and coordinated approach to teaching children to read and spell. Phonics teaching will include nonsense words enabling staff to determine how well children can blend and segment phonetically.

Good spelling, especially of basic words, improves the overall standard of a piece of written work.

Aim

Our aim is for the vast majority of children to be confident readers by the end of KS1. High quality phonics teaching enables children to decode new words confidently and independently and leads to improved understanding. This will result in children developing a love of reading and reading for pleasure, develop their comprehension skills and be able to undertake research independently.

The Sounds~Write phonics lessons teach children how to spell and read words and this also contributes to them become confident writers.

The teaching of spelling phonetically is best achieved when there is:

- A consistent whole school approach to the teaching of phonics.
- Rigorous planning, assessment, and tracking.
- Quality phonics training provided to enable the implementation of Sounds~Write based teaching of phonics by all staff involved in the teaching of phonics.

Our main phonics and spelling targets are:

- The majority of children will have completed the Initial code by the end of Foundation Stage.
- Higher achieving children (in Foundation stage and KS1) are identified and moved through the planning progression at a more rapid pace.
- All Year 1 children pass the Year 1 Phonics Screening test.
- The majority of children complete the Extended code by the end of KS1.
- Any children who do not meet their KS1 targets will receive targeted intervention.

Teaching and learning:

- The approach to the teaching of phonics across the school is consistent; and show progression of skills and knowledge.
- When teaching a new sound, teachers ensure children see how the sounds are represented in written form through adult modelling and through opportunities to practice writing in the air and on whiteboards. In addition, phonics based written work should to be recorded in books on a regular basis.
- Every lesson gives children opportunities to see, say, blend and segment sounds to make words and also to practice writing words.
- The children are taught to use their fingers to segment sounds and make sure they show the blend.
- Children may be taught in differentiated phonics groups.
- Children new to the country, with little or no English, may be taught phonics in mixed year groups initially..
- High frequency words are taught along with the skill of phoneme manipulation. (testing out alternatives for spellings that have more than one sound).

In KS1 and KS2 classes

Children will be shown the Look, Cover, Write, Check method of learning spellings alongside the use of phonics and spelling patterns. Words and spelling patterns given to the children will be taken from the DfE Spelling document (Appendix B). Every child will bring home weekly spellings to learn. The class teacher will check the spellings the child has mastered through a dictation, a quiz and most importantly through the spelling of those words in their written work.

When the teacher notices a spelling error SP will be written in the margin (see Feedback policy). In Key Stage 2, when the child writes a word and is unsure of the correct spelling they place dots beneath that word. The child will return to that word in due course to add the correct spelling with the support of an adult or independently. Children will be given opportunities to edit their work, including correcting their own spellings.

Appendix A – word lists for Years 3 & 4 and Years 5& 6

The full information from the DFE spelling Document can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	