



# Spelling and Phonics Policy

## **Rationale**

The teaching of Spelling, phonics and grammar is in line with the requirements of The National Curriculum (2013 – spelling, 2021 - phonics). Our expectations are outlined in the yearly scheme of work. Each document details the expectations for the teaching of grammar and the terminology (from the NC glossary) which must be used by each year group. It offers a guide for identifying the key objectives and skills which must be taught each year. Grammar is taught as part of the English lesson and '6 in 6' is used to reinforce and repeat previous learning. Grammar skills are also embedded within Literacy lessons where appropriate.

## **Intentions**

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words. As a school, we follow the spelling patterns set out in the National Curriculum. This is supported by the use of EdShed (Spelling Shed). All of the resources are available online (<https://www.spellingshed.com/en-gb/>) and through the server. Throughout school daily phonics and spelling sessions are taught by the teachers and teaching assistants, Children are taught in accordance to their level of ability.

## **Implementation**

- Throughout school, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games.
- Every child has a spelling test at the end of each week on ten words which follow the spelling rule.
- Spellings are sent home weekly.
- Groups have their spellings assigned through Spelling Shed.
- Test results are recorded in the children's' reading journal
- Key word banks, high frequency words, dictionaries and word pattern visuals scaffold are used for children as necessary.
- Where additional spelling support is needed, children work in small groups with an adult to reinforce spelling patterns, alongside their whole-class word lists or phonetic needs.

## **Key Skills**

See National Curriculum: English - Appendix 1

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

## **Assessment**

- Weekly spelling tests
- Termly NFER tests – Standardised score given
- Termly Salford Reading tests – reading age given
- Mock-SATs tests in Year 6
- Phonics assessments for those children working below KS2 outcomes

## **Marking and feedback**

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

Children will respond to feedback in pink pen.

## **Equal Opportunities and Inclusion**

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

## **Resources**

Learning resources are kept in the phonics room and support rooms, as well as shared via the school network. All teachers are responsible for the maintenance and organisation of these areas, though the co-ordinator will do a general stock check annually.

Whole class texts are borrowed from Sheffield Library Services each term. It is the responsibility of the Reading coordinator to communicate requests to the library service, class teachers are responsible for all texts and resources borrowed and stored in their classrooms.

## **Roles and Responsibilities**

The teaching of English is the responsibility of all teachers within the school. The head teacher and English leads has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of English throughout the school.

The English co-ordinators have responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

## **Review**

This policy and the associated science curriculum will be reviewed by the co-ordinators and Headteacher annually and updated if required.

The needs of staff regarding the teaching of English, either expressed by the teachers directly or identified by the co-ordinators will inform the school development plan.