

OUR LADY OF PERPETUAL SUCCOUR CATHOLIC PRIMARY SCHOOL

We learn to love everyone as Jesus loves us

Spelling and Phonics Policy

Here at Our Lady's we believe it is vitally important that children are accurate and fluent spellers. Children are taught to do this at Our Lady's by learning:

- The relationship between sounds and letters (phonics).
- Understanding morphology (word structure).
- Understanding orthography (spelling structure).

Aims:

- To establish consistent practice, progression and continuity in the teaching and learning of spelling and phonics throughout the school.
- To differentiate spelling and phonics work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

These aims will be delivered by:

- Word work taught explicitly, frequently and regularly.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, including gifted children, based on ongoing formative assessment.
- Word of the Week.

Teaching Phonics

At Our Lady's we equip our children for learning to read and write by developing their phonic knowledge and skills. We now use 'Read, Write Inc' to teach reading and writing in EYFS and KS1, as well as the government produced scheme of work called 'Letters and Sounds', which sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by the age of seven.

High quality phonics sessions will be enhanced by a multi-sensory teaching approach, aware of different learning styles including visual, auditory and kinaesthetic.

All children who do not meet the required standard of reading at the end of Year 1 in the 'Phonics Screening Test', are identified for further support in small focus groups to benefit from extra practice. We are fully aware of the value of over-learning, i.e. revisiting and practising words. Little and often is the most effective method. During Year 2 those children will work in small intervention groups to catch up and consolidate.

Reception

Scheme of work	Read, Write, Inc.
How often?	5 times a week
Differentiation	Ability groups
Structure / content	Daily sessions – 10 minutes, building up to 15 minutes on Phonics, then 15 minutes reading
Where do we record spelling work?	Phonics books, Get Writing books, English books and home/school diaries

Year 1

Scheme of work	Read, Write, Inc.
How often?	5 times a week
Differentiation	Ability groups
Structure / content	Daily sessions – 15 minutes, on Phonics, then 15 minutes reading.
Where do we record spelling work?	Phonics books, Get Writing books, English books and home/school diaries

Year 2

Scheme of work	Read, Write, Inc. Oxford Owl – phased in alongside
How often?	4 times a week
Differentiation	Ability groups (complemented by Oxford Owl Spelling')
Structure / content	Daily sessions – 15 minutes, on Phonics, then 15 minutes reading. Introducing when appropriate: Oxford Owl. - 15 minute sessions, daily
Where do we record spelling work?	Phonics books, Get Writing books, English books and home/school diaries

Teaching Spelling

At Our Lady's our spelling programme of study, draws upon a variety of resources and techniques: the main one being 'Read Write Inc. Spelling', which was developed by Ruth Miskin for children in years 2-6.

Spelling is taught discreetly as well as being embedded throughout the school day. Teachers also ensure that spelling rules are being reinforced when teaching any writing based activity. The programme of study 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.

Year 3

Scheme of work	Read, Write Inc. Spelling
How often?	5 times a week
Differentiation	LA are provided with intervention group support and SAFMEDS / APPLS HA pupils explore and deepen understanding of Y3 spelling rules
Structure / content	Y3 'Read, Write Inc. spelling' 15 minute sessions
Where do we record spelling work?	Spelling journals – some work is completed orally or on individual whiteboards

Year 4

Scheme of work	Read, Write Inc. Spelling
How often?	5 times a week
Differentiation	LA receive intervention support and SAFMEDS/ APPLS HA pupils explore and deepen understanding of Y4 spelling rules
Structure / content	Y4 'Read, Write Inc. spelling' 15 minute sessions
Where do we record spelling work?	Spelling journals – some work is completed orally or on individual whiteboards

Year 5

Scheme of work	Read, Write Inc. Spelling
How often?	5 times a week
Differentiation	LA receive intervention support and SAFMEDS/ APPLS HA pupils explore and deepen understanding of Y5 spelling rules
Structure / content	Y5 'Read, Write Inc. spelling' 15 minute sessions
Where do we record spelling work?	Spelling journals – some work is completed orally or on individual whiteboards

Year 6

Scheme of work	Read, Write Inc. Spelling
How often?	5 times a week
Differentiation	LA receive intervention support and SAFMEDS/ APPLS HA pupils explore and deepen understanding of KS2 spelling rules
Structure / content	Y6 'Read, Write Inc. spelling' 15 minute sessions Sats practice spelling tests
Where do we record spelling work?	Spelling journals – some work is completed orally or on individual whiteboards, or previous test papers

Home / school links

In Reception, Key Stage 1 and Key Stage 2, spellings are regularly sent home: (in KS2 on a weekly basis). The children are asked to practice using the 'Look, cover, write and check' strategy, as well as methods used in school such as Samba Spelling, word searches etc. These spellings are based on the spelling rule being taught that week. In KS2 the children are then tested on these words at the end of the week.

Following the requirements of the new National Curriculum 2014, children in Key Stage 2 are also required to learn word lists in addition to their weekly spellings. We have split these into ten spellings for each half term to make the learning of these more manageable. See Appendix 1 for the full lists of these spellings.

Assessing spelling

At Our Lady's we are mindful of the very individual needs of all our pupils, and all staff work hard to ensure that they are aware of individual children's needs through all kinds of formative assessment.

In the Early Years Foundation Stage and Key Stage 1 spelling is assessed in class daily as an on-going part of the 'Read, Write, Inc.' programme of study. In Year 1 and Year 2, as well as the daily 'Read, Write, Inc.' lesson, the children eligible for the Phonics Screening Check are also tested regularly, throughout the year on real and nonsense words by carrying out a 'practice' phonics screening check. The data produced by the tests is then analysed so that vulnerable groups are identified and intervention is put in place.

Y2 pupils will also be given half termly tests, following the 'Read Write Inc. scheme. This will prepare them for the end of key stage tests, and provide a bank of evidence for tracking progress.

In Key Stage 2 a weekly spelling test is administered to test the words that have been set for homework at the beginning of the week. In addition to this, a half termly diagnostic test also takes place where children are tested on words containing examples of the rules that have been studied during spelling sessions.

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.

Examples of when this correction may be appropriate include:

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

Information on how we mark incorrect spellings at Our Lady's can be found in the Marking Policy.

Embedding Spelling

In view of the increased demands for greater accuracy and higher attainment boundaries in national tests, we will actively look for, and draw attention to, spelling patterns, examples and derivatives of spellings being studied in ALL AREAS OF THE CURRICULUM.

Whilst acknowledging that the lesson focus and success criteria may be scientific, geographical or religious, for example, we will utilize every opportunity to embed the morphology and etymology of words encountered on a daily basis.

Adopted by: Headteacher / Staff

Governors

September 2020

To be reviewed September 2022

Appendix 1

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	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Word list – years 5 and 6

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

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.