

Spelling Policy 2019

EYFS

For spelling, EYFS follow the Letters and Sounds phonics teaching programme to introduce children to sound and letter correspondence. Teachers teach the children actions based on the Jolly Phonics scheme to support the teaching of Letters and Sounds. They use sound mats, flashcards and other resources that are consistent with KS1. Children are taught the name of each letter of the alphabet and learn to recognise the sound that each letter makes. Children are then taught to blend sounds together in order to decode words. Children in EYFS are assessed against the foundation stage profile for Communication and Language. Teacher assessment records are passed on to the next class teacher.

Key Stage 1

Year 1 and 2 children continue to follow the Letters and Sounds programme and teachers assess children according to these phases. Sound mats and flashcards, consistent with EYFS, are used as tools to teach children phonemes/blends and are also used to support writing. Lessons include the use of Phonics Bug and Phonics Play, along with plans and resources in order to further develop the children's understanding of high frequency words.

In year 2, there is a transition into teaching spelling patterns using No Nonsense spelling during the Summer Term. Children who did not pass the Phonics Screening in Year 1 are given interventions before being screened again in the Summer Term of Year 2.

Key Stage 2

In KS2, the teaching of spelling follows the National Curriculum for Key Stage 2. Children are taught spellings in short, 15 minute sessions, five times each week (this will include handwriting). The No Nonsense spelling scheme is used by all teachers in Years 3-6 and Year 2 teachers begin to introduce the scheme in the Summer Term of Year 2. This is supported by a wide variety of other practices incorporating the teaching of spelling using assessment for learning, as well as visual, auditory and kinaesthetic learning methods.

For those children that require further phonics teaching, weekly interventions are put in place to ensure they receive it. Teachers continue assessment records until the children no longer require phonics intervention.

Home Learning:

In KS1 children are sent home with high frequency words to learn in context and where appropriate.

In KS2 this practice will continue for some children. All children will be taught key spellings following the National Curriculum guidance. Children will receive weekly spellings home learning linked to the weekly spelling input. This is likely to take the form of investigation into the sound/rule.

Planning:

Phonics will be taught in daily discrete lessons for KS1. Children are grouped by ability and lessons are planned in detail following the 'revise - teach - practise - apply' lesson structure.

Children in KS2 will be taught spelling in regular, focused teaching sessions of 5x15 minutes per week (to include handwriting) with further independent opportunities to rehearse rules. The children will then meet their pattern/rule at other times of the week through guided reading and dictation. It is also expected that spelling knowledge, understanding and skill will continue to be reinforced

throughout the rest of the curriculum and links made, (where possible) to further embed children's learning.

Assessment

Children in EYFS and KS1 are assessed on their phonic knowledge. Class teachers regularly assess the children's ability to recognise and read sounds and to segment and blend sounds in order to decode words. In Year 1, children will be formally assessed in phonics in the form of the Phonics Screening Test.

In KS2 children will complete an NFER Spelling test three times a year in order to track progress. Teachers will continue to make ongoing assessments of children's spelling through formative assessment opportunities from children's independent writing. This knowledge will contribute to assessments for Target Tracker. Children will continue to be monitored for their progress in learning high frequency words and tricky words.