



## **Winwick CE Primary School**

### **Phonics & Spelling Policy**

At Winwick CE Primary School we understand that spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: preliminary spelling, pre-phonetic spelling, phonetic spelling, transitional spelling and 'correct' spelling.

We believe that having an understanding of the developmental spelling stages of each child will aid teachers in their teaching to ensure that children are given the best support through the spelling process.

As a school, we aim to ensure that children are given a range of different opportunities to develop their knowledge and understanding of spelling and use the 'Letters and Sounds' Phonics Programme (supported by the Phonics Play Scheme of Work), in addition to the Babcock – No Nonsense Spelling Programme. These schemes run across Reception, Key Stage 1 and Key Stage 2, and cover the requirements for the 2014 National Curriculum.

#### **Aims**

Through the teaching of phonics and spelling, we aim to develop pupils as independent spellers, who take an active part in their own learning. This will also enable children to decode words independently when reading and communicate more easily and effectively when writing.

Pupils need to be taught the knowledge and skills they need to become independent spellers. In addition to this, at Winwick CE Primary, we aim to enable all our pupils, to develop, to their full potential, the ability to communicate effectively and confidently for a wide variety of purposes and audiences.

#### **Objectives:**

- To develop each child as a confident and independent speller
- To observe and monitor the progress of children and identify further targets for development
- To give every child access to direct teaching and accurate modelling of spelling
- In the Reception and Key Stage 1 and where necessary in Key Stage 2, the 'Letters and Sounds' phonic programme is primarily used to give children a firm grasp of basic phonetic skills. This is done through the Phonics Play Scheme of Work.
- There is daily discrete teaching of phonics in Foundation Stage and Key Stage 1 for approximately 20 minutes. Where appropriate, children will be set into different groups for Phonics, which enable staff to more closely focus on children's target areas for Phonics.
- In Year 2 and Key Stage 2, for those children who have achieved Phase 5, the 'Babcock Spelling Scheme – No Nonsense Spelling' programme will be used to build upon the children's phonic skills and develop their awareness of spelling rules, patterns and structures. This usually take the form of a daily session that will last for approximately 30 minutes.

## **Phonics and Spelling Curriculum planning**

The teaching of Phonics and Spelling aims to teach pupils how to become natural and accurate spellers. At Winwick CE Primary we approach this in four ways:

1. Firstly by using the programmes 'Letters and Sounds' (Phonics Play), and then 'Babcock Spelling Scheme – Non Nonsense Spelling' to base planning and the sequence of teaching.
2. Secondly, by ensuring pupils learn and practise new phonemes and sound patterns taught, including words, which they find most challenging. Such words are to be addressed when marking pieces of writing across the curriculum, through teachers drawing a wiggly line underneath the incorrectly spelt word and recording the correct spellings at the bottom of the page for the children to practise during 'Fix it time' sessions. A maximum of four words are chosen for the children to practise; these are the words that most need correcting because they are the ones that the learner ought to be able to spell at the stage they are at. The phase of the child's development should always be taken into consideration and at Key Stage 1 phonetically plausible spellings are celebrated, but High Frequency words or Tricky words are corrected.
3. Thirdly by increasing their spelling vocabulary by learning how to spell and by using the technical and subject –specific words which occur across the curriculum.
4. Finally, additional opportunities are given to children to enable them to practice key spellings through morning task activities, which will be completed a number of times each week. These also acts as an aid to develop accurate spelling from all pupils.

### **Phonics**

All phonics will be planned for based upon a four part lesson model (20 minutes per session). The four stages are:

- 1. Revisit and Review:**
  - Practise previously learned letters / sound patterns
  - Practise oral blending and segmentation
- 2. Teach:**
  - Teach a new letter / sound pattern
  - Teaching blending / and or segmentation with letters
  - Teach tricky words that cannot be decoded
- 3. Practise:**
  - Practise reading / and or spelling words with the new letters / sound pattern
- 4. Apply:**
  - Read or write a caption using one or more high frequency words and the letters / sound pattern learnt during the session

### **Spelling**

All spelling will be planned for based upon a four part lesson model (30 minutes per session). The four stages are:

- 1. Revisit , explain , use:**
  - The first part of the sequence consists of lively oral and quick-write activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part of the sequence is that children use the words orally, in context, so that they have a clear understanding of what they are learning. For example, in a unit related to learning

the correct spelling of verb endings, the children need to have a clear understanding of the concept of tense.

**2. Teach, model, define:**

- Provide a range of direct teaching activities, including teacher modelling and involving the children in new learning. For example, after an introductory activity based on the spelling of plurals, the teacher and children define the categories and generalize the rules for their formation.

**3. Practise, explore, investigate:**

- Provide the children with the opportunity to work independently, in pairs or small groups, using a range of strategies to practice and consolidate new learning.

**4. Apply, assess, reflect:**

- Revise new learning
- Apply the words orally and in writing
- Reflect and assess progress
- Ask children to apply their learning in writing, both through a short dictated piece and by composing their own sentences for their partner to transform by adding affixes to selected words

## **Reception**

We believe that an interactive and multisensory approach to the teaching of phonics is important, where all pupils are actively involved and engaged in the learning of new sounds. The emphasis is on linking teaching and practising of letter shapes and patterns, with the development of pupils' ability to listen to and discriminate between the constituent sounds which make up a word. Much of this occurs through games and activities, which encourage focused listening, where pupils learn songs and actions to accompany the new sound they are being taught. Pupils learn at an early stage how to discriminate and make connections between letter sounds used in reading (phonemes) and letter names used in spelling (graphemes). Phonics is taught on a daily basis, following the 'Letters and Sounds' Programme (Phonics Play Scheme of Work).

## **Key Stage 1**

The 'Letters and Sounds' programme continues to be taught on a daily basis in each Key Stage 1 class (Phonics Play Scheme of Work). We aim for children to complete the programme (Phases 1 – 5) and progress onto 'Babcock Spelling Scheme – No Nonsense Spelling,' in Year 2. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound when writing. In addition to this, pupils learn how to read and spell High Frequency Words and Tricky Words, as listed in the 'Letters and Sounds' document; this will enable them to write fluently.

The aim by the end of Key Stage 1 is for pupils to be able to learn and investigate how to use common spelling patterns and frequently used prefixes and suffixes in their writing. Pupils will, as a consequence, become increasingly more independent and be able to begin to identify reasons for misspellings in their own writing.

## **Key Stage 2**

In Key Stage 2, those children who have achieved 'Phase 5' in the 'Letters and Sounds' phonics programme are taught 'Babcock Spelling Scheme – No Nonsense Spelling' on a weekly basis during spelling lessons which happen three times per week. The teaching of phonics continues in groups at Key Stage 2 for those individuals and groups of children who require further support. Those children who still require phonics teaching and the opportunity to consolidate their phonic knowledge and skills from Key Stage 1 receive this during the same lesson or at a different time.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility for identifying their own spelling errors, making reasoned choices about likely alternatives and using a range of resources for making corrections.

Pupils will be exposed to words from high and medium frequency word lists during spelling sessions and their knowledge of these words are assessed through weekly spelling tests and marking.

Throughout the 'Babcock Spelling Scheme – No Nonsense Spelling' programme, there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology of words.

In Key Stage 2, we follow a balanced spelling programme, which includes five main components:

- Understanding the principles underpinning word construction (phonemic, morphemic and etymological)
- Recognising how (and how far) these principles apply to each word, in order to learn to spell words
- Practising and assessing spelling
- Applying spelling strategies and proofreading
- Building pupils' self-images as spellers

We aim to gradually build pupils' spelling vocabulary by introducing patterns or conventions and recalling weekly, those already introduced. We aim to teach lively, focused lessons, which are enjoyable and effective, rather than just simple skills session. We teach spelling strategies explicitly and apply these to high frequency words, cross curricular words and individual pupils' words. Proof reading is also taught during shared and guided writing sessions.

## **Learning at Home**

To support children's learning journey with their phonics/spelling, activities will be given to children to complete at home, in-line with our homework policy.

Usually, this will be in the form of a list of spelling words that child should spend time learning at home each week. These words will be given to parents on a half-termly basis as an overview of the spelling lists for each week over a half term period. These spelling lists will also be sent out to parents via School PING and will be uploaded to the school website. The number of words on each list may vary, but will usually be up to 10 words per list.

Spelling lists that are sent home may be made up of words taken from a range of sources, including;

- High frequency words/Common Exception Words (*See appendices*)
- Tricky words linked to the phonics phases
- Word linked to graphemes/phonemes being covered
- Words linked to spelling patterns/rules being covered
- Topic spellings
- Spellings children have been unable to spell correctly in their independent writing

Spellings will be tested in school each week and teachers will endeavour to ensure that this is done on the same day each week, however there are occasions where this day may need to change due to circumstances that may arise during the week (please see parent information leaflets for individual class information about spelling homework).

As children all learn differently, we encourage parents/carers to support their children to learn their spellings in a way that suits the individual child.

In addition to weekly spelling lists, children may also receive additional work linked to spelling/phonics. This may be as part of their English homework, or may be in addition to this, in-line with our Homework Policy.

If parents/carers have any questions/concerns about their child's spelling/phonics homework, class teachers will be more than happy to meet with them to discuss any matters further. Appointments can be made via the school office.

### **Inclusion, Intervention and Support**

Where a child has a special educational need which impacts on their spelling/phonics, additional differentiation, support and intervention will be provided, in-line with the targets set out in their individual education plans and/or their personal targets.

Where a child does not have a special educational, but still struggles with their spelling, additional intervention and support may also be put in place.

Intervention and support may include **additional**;

- differentiation of phonics/spelling group – this may include focusing on a different phonics phase/year group objectives
- targeted 1:1 group support with a Teacher or Teaching Assistant
- independent spelling/phonics practice activities
- homework activities for children to complete either independently and/or activities to complete with adult support at home
- activities linked to a child's individual report from an external agency (e.g. SEN report)

### **Assessment and Moderation**

At different points during the academic year, children's spelling and phonics knowledge will be formally assessed. In addition to this, spelling will also be assessed by reviewing children's independent writing pieces that are also used to assess the wider English curriculum.

Children's progress in spelling and phonic knowledge will be tracked across the year and, where needed, additional intervention and support will be given to children who require it.

In addition to teacher assessment of spelling and phonics, internal and external moderation of children's independent writing will take place at different points during the year, which includes assessing children against all English National Curriculum objectives, of which spelling/phonics is one element.

### **Equality Statement**

Equality Impact Assessment Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in-line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Written by: Mrs L Duckett

Date: December 2018

Review Date: December 2020

### **Policies and other documentation relevant to this policy**

- *English Policy*
- *Homework Policy*
- *National Curriculum – English KS1 & KS2 Appendices (spelling rules and patterns to be covered in each year group).*
- *Letters and Sounds Document*
- *Phonics Play Scheme of Work*
- *No Nonsense Spelling Scheme of Work*

## APPENDIX 1 – Spelling Development Continuum

Spelling Developmental Continuum		
<p><b>Phase 1:</b></p> <p>Preliminary Spelling</p> <p>In this phase children become aware that print carries a message. They experiment with writing-like symbols as they try to represent written language. Their Writing is not readable by others as understanding of sound-symbol relationships have yet to develop. Children are fascinated by relationships between written and spoken words and between letters and sounds through emulating adults in role play of reading and writing.</p>	<p><b>Phase 2:</b></p> <p>Semi-phonetic spelling</p> <p>In this phase children show developing understanding of sound symbol relationships. Their spelling attempts show some evidence of sound –symbol correspondence. They may represent a whole word with one, two or three letters. In this, as in all phases of development children will be copying, recalling and inventing words. Children at this phase are able to copy letter by letter.</p>	<p><b>Phase 3:</b></p> <p>Phonetic Spelling</p> <p>In this phase writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling. There is often evidence of self-constructed rules that may not conform to adult rules. Writers copy, recall and construct words according to their current understandings. They use rote recall for an increasing number of words.</p>
Key Indicators:		
<ul style="list-style-type: none"> <li>Is aware that print carries a message</li> <li>Uses writing –like symbols to represent written language</li> <li>Uses known letters or approximation of letters to represent language</li> <li><i>Is confident to experiment with words</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses left to right and top to bottom orientation of print</li> <li>Relies on the sounds which are most obvious to him or her</li> <li>Represents a whole word with one, two or three letters.</li> <li>Uses mainly consonants</li> <li><i>Is confident to experiment with words- sees it as a problem- solving task</i></li> </ul>	<ul style="list-style-type: none"> <li>Chooses letters on the basis of sound without regard for conventional spelling patterns</li> <li>Sounds out and represents all substantial sounds in a word</li> <li>Develops particular spellings for certain sounds often using self-formulated rules</li> <li><i>Has a positive attitude towards self as a speller</i></li> </ul>
Major Teaching Emphases:		
<p><i>Preliminary spellers need to be immersed in print. The environment should support the development of concepts of print and stimulate them to write.</i></p> <ul style="list-style-type: none"> <li>Develop an awareness of letter names</li> <li>Develop understanding of concepts of print</li> <li>Use correct terminology for letters, sounds, words and sentences</li> </ul>	<p><i>Semi-phonetic spellers need to be exposed to print in natural and meaningful contexts. They need opportunities to experiment with writing so they will develop understanding about print</i></p> <ul style="list-style-type: none"> <li>Help children to develop a stable concept of a word</li> <li>Help children to hear different sounds in words</li> <li>Help children develop the ability to segment spoken words into individual sounds</li> <li>Help children to represent sounds heard in words with letter in the order they are heard</li> <li>Select high interest and high frequency words from children's reading and class writing to add to class word lists</li> <li>Teach the children that letter names are constant but the sounds they represent vary</li> <li>Provide many opportunities for children to explore and identify sound-symbol relationships in meaningful contexts</li> </ul>	<p><i>Phonetic spellers should be exposed to a wide variety of printed materials to provide data from which (at their own pace) they can draw new conclusions about spelling.</i></p> <ul style="list-style-type: none"> <li>Teach writers to look for visual patterns and common letter sequences in words</li> <li>Teach writers to identify critical features of words (i.e. differentiating characteristics)</li> <li>Continue to emphasises the building up of a systematic view of spelling with emphasis on the way: <ul style="list-style-type: none"> <li>a) Letters can represent different sounds depending on context or place in a word</li> <li>b) A sound can be represented by more than one letter or letters</li> </ul> </li> <li>Teach writers to think about meaning as a strategy</li> <li>Continue the development of word banks by incorporating theme, topic, high frequency and interesting words as they arise</li> <li>Introduce proof-reading strategies</li> </ul>

<p><b>Phase 4: Transitional Spelling (from sounds to structures)</b></p> <p>In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of visual and meaningful – based strategies. They may still have difficulty recognising if a word ‘looks right’ but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words. To help writers at this point it is better not to emphasise phonics but to extend their repertoire of alternative strategies. This is a critical phase in the development of spelling. It often takes writers a long time to move through it. It is important that progress is carefully monitored so as much support and explicit teaching can be given as possible. If writers do not receive sufficient support they may not progress beyond this phase.</p>	<p><b>Phase 5: Independent Spelling</b></p> <p>In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. When spelling a new word they use a multi- strategy approach. They have the ability to recognise when a word doesn’t look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall. Independent spellers continue to use personal constructions when spelling unfamiliar words in draft writing. Independent spellers realise the importance of proof reading.</p>
<p><b>Key indicators:</b></p>	
<ul style="list-style-type: none"> <li>● Use letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable</li> <li>● Is beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words</li> <li>● <i>Is willing to take risks and accepts responsibility</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Is aware of social obligations as a speller</i></li> </ul>
<p><b>Major teaching emphases:</b></p>	
<p>Transitional spellers need to develop familiarity with many common patterns of spelling through reading, writing and specific spelling activities. They also need opportunities to focus on groups of words rather than patterns in isolation. This enables them to make generalisations about words patterns and to formulate rules.</p> <ul style="list-style-type: none"> <li>● Continue to emphasise visual patterns encouraging writers to focus on patterns and to classify words</li> <li>● Focus on word meaning and word derivations as a guide to spelling e.g. sign – signature</li> <li>● Teach strategies for remembering the correct spelling of difficult words</li> <li>● Teach strategies for the spelling of new words</li> <li>● Encourage writers to generate alternative spelling in order to select the right one</li> <li>● Encourage writers to hypothesise and generalise, e.g. rules for plurals and syllabification</li> <li>● Encourage the use of words not previously used to enlarge spelling vocabulary</li> <li>● Continue the development of Word Banks and class alphabetical lists</li> <li>● Continue to model and teach proof-reading skills</li> </ul>	<p>Independent spellers should be encouraged to accept responsibility for extending their spelling vocabulary. They should proof read all their written work as they are now able to spell most commonly used words correctly.</p> <ul style="list-style-type: none"> <li>● Focus on meaning as a guide to spelling</li> <li>● Continue to explore derivations of words – meaning of foreign words as a guide to spelling</li> <li>● Consolidate and extend proof reading skills</li> <li>● Continue to build up a systematic picture of the whole spelling system</li> <li>● Teach writers to use context as a guide to spelling</li> <li>● Reinforce strategies for remembering correct spelling of difficult words</li> <li>● Emphasise social importance of spelling – insist on correct spelling for public audiences, parents, other classes etc</li> </ul>



# Common Exception Words

## Year 1

a his push was  
are house put we  
ask I said says were  
be is love school where  
by me she so  
come my no some  
do friend of the there  
full go once they  
has one our to  
he pull today

## Year 2

after class floor most pretty  
again climb gold move prove  
any clothes grass Mr should  
bath cold great Mrs steak  
beautiful could half old sugar  
because door hold only sure  
behind even hour parents told  
both every improve pass water  
break everybody kind past who  
busy eye last path whole  
child fast many people wild  
children father mind plant would  
Christmas find money poor

# Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accident	build	<b>Dd</b>	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
<b>Bb</b>	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	



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# Year 5 and 6 Statutory Spellings

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

**APPENDIX 5 – Tricky Words (Phonics Phases)**

## Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

## APPENDIX 6 – 100 and Next 200 High Frequency Words (HFWs)

### 100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you



### 200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	

