



Bromley Heath Junior School

Join the Learning Adventure

Phonics and Spelling Policy

Signed (chair):	Name: Robert Brown	Date: 21.5.18
Signed (Head):	Name: Tracy Serle	Date: 21.05.18
Ratified by: Full Governing Body on		Next Review: May 2020

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Phonics and spelling	Date	21 st May 2018
EIA CARRIED OUT BY:	T Serle	EIA APPROVED BY:	T Serle

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		x
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Rationale

The ability to be able to spell correctly is an essential life skill and one that society demands. Coupled with the flexibility of electronic Literacy, it is important that children are able to express themselves quickly and accurately on paper.

Learning to spell is not just learning a list of words. It is a developmental process, requiring both speech and language leading on to the application of applying spelling strategies.

Purposes

- To enable children to develop and use effective application of phonics skills
- To develop and teach children strategies for spelling with confidence and accuracy
- To encourage children to take responsibility for proof reading and editing
- To recognise that spelling is an integral part of their writing

Guidelines and organisation

Learning and Teaching

- Children are taught phonics and spelling as part of a three times weekly programme, in addition to the daily literacy teaching
- Children are to be taught strategies to facilitate their independent spelling
- A range of Visual, Auditory and Kinaesthetic approaches and resources are used throughout
- Planning will reflect the development of both phonological (phonics spelling rules and patterns) and morphological (root words, compound words, prefixes, suffixes, and origins)skills
- Children are signposted to spelling investigations via the school website
- Weekly spelling lists are provided for the children to learn at home which are then tested within school (along with two additional spellings within a sentence which follows the spelling pattern)
- Learning is matched to the children's age or phonic gap
- Spelling test use the following format:
 - The word is '**Station**'
 - **The train stopped at the station**
 - The word is '**Station**'
 - This ensures that the focus word is understood both individually and in context.

Special Educational Needs

- Some children will need more help with spelling than others. This is often the case for children who have specific learning difficulties. A variety of approaches are used to identify individuals' needs and support their progress. (see SEN policy)

Monitoring and Evaluation

- Children are assessed three times each year and this information is used to group and plan for individuals
- Groupings are flexible. Ongoing formative assessment is used to ensure that groupings are appropriately supported and challenged

- Children's work is sensitively marked to enable all aspects of the writing to be appraised, with a particular focus on the focused spelling pattern
- Children are encouraged to engage in feedback in order to correct their responses
- Children are expected to rehearse any corrections at least three times within their learning
- Class teachers are expected to model high quality feedback for learners including accurate spellings
- Subject leader and Senior Leadership Team will continue to monitor the standards of spellings throughout the school
- The subject leader will report to the link governor on standards and progress of spelling across the school