

Phonics and Spelling Policy

Signed (Chair):	Name: D Whinham	Date: 23.11.2022
Signed (Head):	Name: T Serle	Date: 23.11.2022
Reviewed by: Helen Gabler	Reviewed on: 01.11.22	Note of Revisions: Complete re-write in line with Herts spelling change
Ratified by: Governing Body on 23.11.22		Next Review: November 2024

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Phonics and spelling	Date	Nov 2022
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)		n/a
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		x
Gender Reassignment (transsexual)		n/a
Marriage and civil partnership		n/a
Pregnancy and maternity		n/a
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		n/a
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		n/a
Gender (male, female)		n/a
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		n/a

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. In an age where handwriting has become less common, writing remains one of our main forms of communication. It is therefore imperative that children learn correct spelling practices and avoid spelling mistakes from a young age as this will enable them to process, retain and relay information more easily.

Purposes

Learning to spell is not about learning a list of words; instead, it is a developmental process, requiring both speech and language leading on to the application of applying spelling strategies. At BHJS, our aim is to:

- enable children to develop and use effective application of phonics skills and spelling patterns;
- teach spelling so that children understand how to apply patterns, strategies and knowledge to other words;
- encourage children to take responsibility for proof reading and editing against their 'right every time words' and statutory common exception words;
- recognise that spelling is an integral part of their writing.

Guidelines and organisation

Learning and Teaching

The structure of every sequence follows a three stage development:

- **Review:** which gives teachers an opportunity for assessment for learning and gives pupils the chance to build connections between existing knowledge and new knowledge.
- **Teach:** which provides essential knowledge that will support teachers to explain and unpick the learning behind the lesson.
- **Practise and Apply:** which gives children the opportunity to rehearse spelling patterns and use them in a 'low stakes' dictation context.
- Children are taught specific year group spelling patterns (as outlined in the National Curriculum) three times weekly (approx. 20 mins each) in addition to daily literacy teaching.
- Approximately 30 sequences are taught across each year group and each sequence represents a series of lessons, rather than one lesson.
- Lessons timings are flexible according to the need of the class.
- Children are taught strategies to facilitate their independent spelling and key strategies are signposted on all literacy walls.
- A range of Visual, Auditory and Kinaesthetic approaches and resources are used throughout
- Planning reflects the development of both phonological (phonics spelling rules and patterns) and morphological (root words, compound words, prefixes, suffixes, and origins) skills
- All our learners (regardless of spelling ability) are included in spelling lessons and the sequences are designed to support both minor and major gaps.

- The etymological meaning of words are also explored in weekly vocabulary sessions (word webs) during Monday's Guided Reading.
- Children are signposted to their Google Classroom account where they can follow up the weekly pattern in a focused activity at home.
- Weekly spelling 'guides' are provided for the children to explore at home which are then followed up through a 'low stakes' dictation to show whether learning has been assimilated.
- Explored spellings (steered by both the children and the teacher) are displayed clearly on classroom literacy walls alongside year group differentiated 'Right Every Time' words.
- Spelling 'guides' are clearly posted on the school website and Google Classroom to ensure parents can access and support.

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)
- The 'Practise' and 'Apply' part of the spelling sequence gives **all** children with '**major**' or '**minor**' gaps the opportunity to rehearse spelling patterns and shore up prior learning.
- 'Read Write Inc' Phonics Scheme is continued into Year 3 from where children have ended in the infants. Careful assessment at the end of Year 2 and start of Year 3 identifies the children who require additional support separate to whole class provision; these pupils will work 1:1 or in groups at their assessed RWI set level of texts. Prior systematic, synthetic phonics learning will be activated and built upon using consistent language and teaching strategies whilst progressing children onto Year 3 level reading books and spellings.
- Children are equipped to use the 'Helping Hand' tool (used to support fluency in reading) to support both their reading and spelling when faced with a challenging word: blending, digraph/split digraph, flip the sound, chunk it and sight sound word.
- Identified children will receive personalised provision using the NESSY programme allowing them to develop skills from individual starting points and at an appropriate pace.

Monitoring and Evaluation

- Assessment of weekly dictations are recorded each week.
- Children are encouraged to talk through successes and mistakes to support their spelling competence.
- Children are assessed six times each year (Rising Stars Spelling, Punctuation and Grammar tests) and this information is used to identify next steps for groups and individuals.
- 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 encouraged to use 'editing pencils' and 'editing windows' during the editing section of the writing process in order to identify and self-correct any spelling errors with particular focus on Right Every Time words, weekly spelling patterns and key vocabulary given to them.
- 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.