



Larkrise Primary School Spelling and Phonics Policy

Our aims:

- **To teach the knowledge and strategies for children to become confident spellers, by providing systematic daily teaching of phonics**

Outcomes:

- **To enable children to write independently.**
- **To enable children to use a rich vocabulary to express their ideas.**
- **To give children a love of language.**

Children in FU, Year 1 and 2 will be taught a daily phonics session using the Bugclub program. A large percentage of this program focuses on spelling. The program follows the Letters and Sounds document.

FOUNDATION STAGE

Reception children will follow the first four distinct phases of the **Letters and Sounds** document. In essence, the teaching of phonics will develop the skills of segmentation and blending, and the knowledge of the alphabetic code. (Measures of phonemic awareness are among the best, if not the best, predictors of success in learning to read) Teaching will encourage clear enunciation. The first 100 sight words will also be taught. Children will learn through listening and performing rhymes, poems, action songs etc. Children will be taught using a combination of personalised Letters and Sounds teaching alongside the Bugclub Scheme.

KEY STAGE 1

By the end of Year 1, the expectation is that most children will be secure at phase 4 of Letters and Sounds. In Year 2 children will develop their knowledge of alternative spellings for each phoneme and will continue with the letters and sounds programme to consolidate. Some children in Year 2 will also begin to follow objectives detailed in **Support for Spelling (2009)**, which will ensure step-by-step progression through to Year 6. Children will be taught using the Bug Club Scheme. Children will be given weekly spellings from the Pearson Spelling Scheme for Key Stage 1, which links to the Letters and Sounds phases.

KEY STAGE 2

To ensure progression and a thorough grounding, children will follow **Support for Spelling (2009)** supplemented by a variety of resources (including Spelling, Punctuation and Grammar bug). A little and often approach, using games and activities, is taught alongside structured spelling lessons.

In Key Stage 2 teachers will teach a daily Spelling, Punctuation and Grammar activity as a starter to their literacy lessons, as well as a 1 hour Spelling, Grammar and Punctuation session once a week. Children will be given weekly spellings from the Pearson Spelling Scheme for the Support for Spelling stages. Each child will have an individual assessment grid for each Letters and Sounds Phase which will be passed onto the next Key Stage.

SPELLING ENVIRONMENT

The spelling environment should support and challenge children to take an active role in learning to spell accurately, develop a wide vocabulary of known words and take risks when spelling a word for the first time, using a variety of strategies.

- Alphabet friezes in R-3 to support all children when using a dictionary

- Subject specific vocabulary, technical terms and mathematical language displayed in every lesson as Key Vocabulary.
- Spelling strategies to prompt children before asking an adult
- All teachers to encourage children to spell using their phonics knowledge in FU and KS1.
- Weekly spelling homework will be given using the Spelling Scheme and children will have a weekly spelling test.

ASSESSMENT

In the Foundation Unit and in Key Stage 1 all children will be assessed on their phonics phase each half term using their individual phonics grids. Teachers in KS1 and KS2 should record weekly spelling schools after homework tests.

C.Stewart

January 2017

Review – January 2019