



# **Norman Street Primary School**

## **Spelling and Phonics Policy**

At Norman Street Primary School we aim to teach a range of spelling skills that children can use independently when reading and writing. Systematic approaches across school aim to develop a love of language in order to allow children to access quality children's literature and express themselves well. We aim for all of our pupils, to develop their ability to communicate effectively and confidently for a wide variety of purposes and audiences.

### **Aims**

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

### **Entitlement**

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Daily whole class teaching of specific spelling patterns (KS1 only)
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

### **Teaching and Learning**

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. In the foundation stage and KS1 teachers use multi-sensory phonics materials based on Letters and Sounds and / or Support for Spelling as a basis for their planning for the teaching of spelling.

All phonics/spelling sessions are approximately 15-20 mins and employ the four part structure as below:

1. Revisit previous skills.
2. Teach a new skill (phoneme/grapheme/spelling convention).
3. Practice that skill (activity or game).
4. Apply that skill (reading or writing task).

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practice tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

We have adopted the Read, Write, Inc... spelling scheme from year 2 – 6. Children have opportunities to practice different spelling patterns weekly through specific daily spelling lessons.

### **Spelling Homework**

KS1 – up to six spellings per week

LKS2 – usually six to 10 spellings per week

UKS2 – usually 10 spellings per week

Spellings should be taken from the Read, write, inc spelling scheme and link to the spelling pattern covered that week.