



## **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 by following the validated SSP from Twinkl – Twinkl Phonics. All phonics/spelling sessions are approximately 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 practise 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.

Catch up phonics in years 3 – 6 focusses on the bottom 20% of readers. We use the Twinkl Codebreakers. Twinkl Codebreakers is a comprehensive and scripted intervention programme, specifically designed for KS2 pupils to close the gap designed with older characters to engage learners. This is taught daily for 20 – 30 minutes.

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.