

Phonics and Spelling Policy

Thirsk Community Primary **school**

Phonics and **Spelling** teaching at Thirsk Community Primary School is based on the **Jolly Phonics, Letters and Sounds** and the **English Curriculum** recommendations.

EYFS and KS1

- Children in Nursery and Reception are taught to listen out for sounds. Phonological awareness is a vital skill that will assist children in their future learning of spellings.
- Jolly Phonics actions and pictures are used to teach the sounds (phonemes) and a written representation (grapheme).
- Sounds are introduced in the order specified in the Letters and Sounds programme.
- Phonics is taught for 20 minutes each day in the infants. Children are taught in groups according to the phonic phase they are working on.
- Prior to being able to write, spelling in EYFS is the ability to orally segment a word into the corresponding phonemes.
- Spelling games, interactive whiteboard programs, outdoor activities for EYFS children, whiteboards, magnetic letters etc are used to ensure that the teaching of spelling is practical and activity based.
- Once the children can form their own letters, they are encouraged to write independently and attempt their own spellings, using their phonic knowledge from the beginning.
- Children are helped to learn the 100 and 200 high frequency words from the Letters and Sounds document following the suggested programme. Parents are also asked to support children

to learn these words by being able to blend the phonemes for reading and segmenting the word for writing. Children are encouraged to spell these words correctly in all their work across the curriculum.

- Tricky words are taught in their phases throughout EYFS and Key Stage One.
- Children in KS1 use general topic word banks and alphabet/phoneme mats to support their spelling in their independent work. They are encouraged to use their knowledge of Letters and Sounds to write in a plausible way.
- As children become more proficient spellers they learn the alternative spelling patterns.
- Teachers choose spellings that are related to the child's phonic phase that they are working on within class.
- Support for spelling is used from Year 2 to teach specific spelling objectives/rules. This is linked to the Letters and Sounds programme and the new proposed Literacy Framework.
- Phonic assessments and word recognition/spelling assessments are based on the Letters and Sounds programme and are used regularly to monitor children's progress to ensure teaching is focused on the appropriate phase of Letters and Sounds.
- Spelling targets may be set as part of a child's writing target.
- All teachers will assess spellings further when marking the children's books. Teachers will amend any incorrect spellings if the child should be able to phonetically write the word.

Key Stage 2

- Children who have not met the appropriate standards in Key Stage One will receive extra support to make sure that they are able to read up to phase 5 standards.
- Once the expected standard has been met, children will follow Thirsk Community Primary's spelling programme, based on the new English draft recommendations (2012) (see appendix A).
- Teachers will share the spellings with the children and will demonstrate a number of ways for learning them (such as Look, Cover Write and Check, games, mnemonics, rules for spelling etc)

- In addition, the children will be given further opportunities in the week to practise their spellings.
- In Key Stage Two, a spelling test will take place each week.
- All teachers will assess spellings further when marking the children's books. Teachers will amend any incorrect spellings if the child should be able to phonetically write the word.

Teachers' handbook

A handbook has been written for teachers to use as an aid for themselves and for the children. (see appendix B) This includes spelling rules, useful posters and various game ideas to enhance spelling recall.