



Phonics and Spelling at Shears Green Junior School

September 2022

Aims

The aim for children at Shears Green Junior School is to:

- Build upon KS1 and embed a sound knowledge of Phonics;
- Teach spelling in creative and engaging ways, both discretely and within shared reading and writing;
- Ensure children are aware of spelling rules that make up part of the English language (see National Curriculum spelling appendix) and use these accurately within their own writing.

Planning

At Shears Green Junior School, the programme of study for the English National Curriculum forms the basis of our long-term planning for Spelling.

In Lower Key Stage 2, spelling is streamed. There are 4 phonics groups that are accessed by those that did not pass their KS1 phonics screening test. This is taught following the *Read, Write, Inc* programme. The other groups are streamed to teach spellings using PlanIt, which focusses on spelling conventions (patterns and rules) and strategies for learning spellings, as well as identifying the spellings from the statutory list that follow these rules. This is taught 3 or 4 times a week, in class, through a twenty minute discrete spelling lesson led by the group teacher. These spellings are complemented, both at home and in school, with individual access to Spelling Frame.

In Upper Key Stage 2, spelling is taught using the PlanIt resources (as above) within in class. The spelling sessions are taught discretely three times per week. Again, this scheme is complemented, both at home and in school, with individual access to Spelling Frame.

Teaching and Learning:

Spelling is taught following the schemes outlined above. Over the week, lessons will focus on the conventions of a rule, model different strategies for learning rules, chances to practise rules and tests of key words. Best practice in spelling is seen where teachers not only teach specific spelling rules discretely, but also demonstrate and model spelling strategies, during whole class lessons across the curriculum, thus consolidating and encouraging the children to use the spelling rules they have learnt .

Teachers should display spellings on working walls, which should be referred to when children complete their own written work- in any curriculum area. These should be updated regularly. Sound charts should be available in every classroom to support children. Spellings from curriculum areas should be displayed on working walls, for all children to access during their lessons. Vocabulary lists are sent home at the start of each term with key spellings for topics taught, as well as the statutory spelling lists. All classes also have access to dictionaries and thesauri. Children are explicitly taught how to use these, so that they can effectively and efficiently access them.

Assessment:

Spelling is formally assessed nationally in the end of key stage tests. Children will complete informal weekly spelling tests in words linked to their programme of study and spelling rules they are learning in class. Three times per year, as part of the GAPS summative assessments (in Years 3-5), the children will be tested on a random selection of age-appropriate words too.

Assessing spelling is not just be about identifying words that children spell correctly and incorrectly in a test, but whether they can apply them consistently within their writing. Teachers should encourage children to proof-read and spot their own errors in written work- particularly where related to sounds, rules or statutory words that have been a focus. Common errors amongst a class, should be addressed on a whole class basis and addressed regularly.

Intervention:

In accordance with the school's policies on SEND and Equality, all children are entitled to access spelling at an appropriate level for their age and development. Activities are adapted where appropriate both for the less able and more able. Scaffolding can occur through streaming (in Lower Key Stage), resources used, the difficulty of the task, support given and outcome. Spelling Frame can also be differentiated, with children accessing spellings linked to those taught in their class or spelling group. Where a child is having significant spelling difficulties, further interventions will be considered E.g. Nussy, precision teaching, or the teachers' own specifically created resources.
