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**Phonics & Spelling Policy & Procedure**

**Aim**

The aim of this document is to standardise the teaching of phonics and spelling and promote best practice across the school.

**Levels E1 – E4**

**Assessment Early level** - Once children reach level 8 (below) they should be assessed for readiness to start the phonic programme at E4. These are covered throughout Nursey and are used as a baseline assessment.

At this level child should regularly engage in activities that promote:

1. Listening and attention
2. Auditory discrimination
3. Visual & auditory memory
4. Word boundaries
5. Rhyme awareness and detection
6. Syllable detection
7. Syllable blending
8. Rhyme production

Suggested Resource – Highland Literacy

**Level 4 and onwards**

At this point children are considered **ready to start the phonic programme** and further activities through enquiry-based learning should include:

1. Onset and rime
2. Phoneme discrimination
3. Alliteration detection
4. Phoneme blending & segmentation

**Levels E5 – F6**

**Assessment Early Level -** Children should be assessed using the Phonological Awareness toolkit and placed when ready onto the phonics programme. (Level 8 shows readiness to start).

**Assessment First level –** SWST is used to measure progress in spelling**.** Weekly tests, dictation and periodic assessments in both phonics and common words are used to support this process. Consolidation weeks are also built into the programme.

**Structure of the programme:**

* 2 initial sounds taught per week (Teacher judgement depending on level)
* Common words introduced as HFW during shared reading time until all initial sounds are covered.
* Then 1 phoneme taught per week
* Common words should be taught every second week
* Children are taught to read and spell common words
* Agreed spelling strategies must be used to teach common words

**Pedagogy**

* Teachers should walk the literacy wall regularly
* Aim for 3 differentiated groups

**Phonics**

* Share LI & SC – Oral at this stage
* Use song/rhymes/pictures and actions to help embed learning.
* Focus on hearing the sound, visual recognition of the sound, letter formation and generating words containing the given phoneme or sound.
* Children must be able to read words before they are invited to learn to spell them.
* Children are invited to make oral sentences using the who/where/why/when/ technique/colourful semantics and work linked to T4W. This is to ensure they understand what each word means.
* Children should demonstrate the meaning of words through a variety of follow up activities.
* Teacher uses the magic hand technique.

**THE MAGIC HAND TECHNIQUE**

* Teacher brings down each magnetic letter in turn
* **SAY** the word
* **MAKE** the word – once we make the word we break the word (always spilt to the left)
* Then we **BLEND** the word (always blend from the right)
* Then we **READ** the word
* Then we **WRITE** the word

**THIS** **TECHNIQUE SHOULD BE TAUGHT TO THE CHILDREN AND THE CHILDREN SHOULD BE ABLE TO REPLICATE IT INDEPENDENTLY.**

* Teacher teaches from a large magnetic board and children use pupil boards to aid the exploration of words and to develop the ‘Say, Make, Break, Read, Write’ process (magic hand).
* **Phoneme stories** are used to develop skills in identifying words containing a specific phoneme.
* **Elkonin boxes** are used only when phonemes are introduced.
* An array of **active spelling** activities should be used such as Common word sheet/ playing teacher/Spelling Wizard Game/Have a go game/ Rainbow write/Book search/Write a sentence & question/Ransom note/Whiteboard partner challenge, rainbow writing, CAPITAL LETTER and small letter writing of words, using words in sentences, identifying the phoneme in stories, Roll the dice game, Hunt the sound game, Make the word boards, elkonin boxes.
* Previously taught words should be displayed on the Literacy wall.

**Common words**

* Aim for 3 differentiated groups
* Teacher should **not** use magnetic boards for the teaching of the **common words**.
* Teacher should direct children towards displayed agreed **spelling strategies.**
* Children should be able to read the words before being asked to learn to spell them.
* LI & SC should be shared (children can select from spelling strategies).
* Teacher should select a common word from list and discuss what spelling strategy could be used to help remember that word. Possibly more than one (repeat as necessary).
* An array of active spelling activities should be used such as Common word sheet/ playing teacher/Spelling Wizard Game/Have a go game/ Rainbow write/Book search/Write a sentence &question/Ransom note.
* Previously taught words should be displayed on the Literacy wall or in jotters.
* Book of words for children to reference

**Homework: You need**

* Word tins
* Phoneme words and common words to be posted on Seesaw (from current teaching week or from previous week)
* x4 to x6 week of phoneme words and common words on A4 sheet to be stuck into homework jotter as reference.

**What to do**

* Ask the parents when they would like homework.
* Family readers to go home each week until children have comfortably started the reading scheme then a book sent home at their level. **(not new resources).**
* Common words or phonic words for children to sight learn and then spell.
* Book bags can also be sent home.
* Encourage gamifying homework through ICT or concrete materials.
* Or a Selection of possible tasks to reinforce – pupil choice

**Example week - Early & First Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| **WC -Reading for enjoyment**  Spine novel or Big book with common words/phonics/features of text being discussed.  **Reading**  Groups 1& 2 reading 1 + follow up  **Spelling Session**  Group 3 – phonics 1+ follow up  Provocations for new sounds on rainbow challenge  **CA** – observations and support provocations | **Reading for enjoyment**  Inquiry based approach to support writing  **Reading**  Group 3 reading 1+ follow up  Paired reading  Group 1 &2 (**CA**)  **Spelling Session**  Group 1 – phonics 1  Group 2 – phonics 1  **CA** – observations and supporting paired reading | **Reading for enjoyment**  Inquiry based approach to support writing  **Reading**  Group 1 & 2 reading 2  Paired reading  Group 3 (CA)  **Spelling Session**  Group 3 – Phonics 2  **CA** – observations and supporting paired reading | **Planning for writing**  **Reading –** group read for 3 (CA)  **Writing session**  All groups  **CA** –supporting paired reading and writing | **Observations & Assessment**  **Reading**  Group 3 – reading 2  Group 1 & 2 paired reading **(CA)**  **Spelling Session**  Group 1 – phonics 2  Group 2 – phonics 2  **CA** – observations and supporting paired reading |

**Example First Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| **WC - Reading for enjoyment**  Big book with common words/phonics/features of text being highlighted taught & reinforced. This may support writing session.  **Reading**  Groups 1, 2 & 3 reading  Session + follow up  **Spelling Session**  Children explore new spelling words or previous spelling words | **WC -Activity to support writing**  **Reading**  GP 3 – direct teach Paired read + independent reading task  **Spelling Session**  Group 1 – phonics 1  Group 2 – phonics 1 Group 3 – phonics 1 | **WC Activity to support writing**  **Reading**  Groups 1, 2 & 3 reading + follow up  **Spelling Session**  Group 1 – follow up  Group 2 – follow up  Group 3 – follow up | **Planning writing**  **Reading**  Additional session group 3 (alternate group2?)  **Writing session**  All groups | **Reading – all groups**  Paired reading/individual reading/choral read & possible follow up  **Spelling Session**  Group 1 – phonics 2 + possible follow up  Group 2 – phonics 2 + possible follow up  Group 3 – phonics 2+ possible follow up  **Assessment** |

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**Level S1- S4**

* **Assessment Second level –** SWST is used to measure progress in spelling**.** Weekly tests, dictation and periodic assessments in phoneme families, common words, spelling rules and IDL words are used to support this process.

**Structure of the programme**

* Spelling should be taught/explored x4 each week
* Phoneme families are taught over 2 weeks **(problem solving phonics)**
* Common words or topic specific words should then be taught over the following week **(Thinking strategies)**
* Followed by spelling rules and any IDL or class based vocabulary that has come up (**thinking strategies)**
* Agreed spelling strategies must be used to teach common words/rules and where appropriate within IDL words

**Pedagogy for Problem Solving phonics**

* Aim for 3 differentiated groups
* Investigate the different representations of the sound
* **Elkonin boxes** – are used to identify sounds in words when appropriate
* **Diacritical marking** –is the use of symbols to identify a single sound, a phoneme or spilt phoneme when appropriate

Rules for elkonin box use:

* One sound/phoneme per box
* Sound words only
* Children work collaboratively
* **Encourage debate and investigation**
* **Single sounds** marked with a dot
* **Phonemes** marked by an underline \_
* **Magic e** hides in previous box
* **Spilt phonemes** are marked with a high loop

**Example Lesson 1** – **Introduce focus phoneme and all its representations**

* Introduce focus phoneme a-e
* Ask to children to think about how else this phoneme sound can be written – record as below

**a-e**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a-e | ay | ai | ey | ea |

* On large A3 sheet, teacher gives examples from each family ensuring children are able to read.
* On white boards and with a partner, children add to each phoneme family (at least two words from each family) check using dictionary.
* Children add new words to A3 sheet.

**Lesson 2 –** **Constructing individual phoneme charts**

* Recap from previous day (phoneme focus/sound it makes/ number of different ways it is represented
* With a partner, children create own phoneme chart to be stuck neatly into jotter. Children populate.
* Children with a partner read aloud all their words.

**Lesson 3 –** **Teacher models Elkonin & children experiment**

* Teacher reads aloud words from A3 sheet that is on display
* Teacher models use of Elkonin boxes

Questions – How many different sounds?

How many letters?

* Children select words from different family columns and use Elkonin boxes independently. These can be stuck neatly into jotters.

**Lesson 4 –** **Reciprocal learning with Elkonin boxes** (When required)

* Children work with a partner to

**Look –** closely at the words

**Think –** about the sounds phonemes contained in the word

**Investigate –** the words using the Elkonin boxes to record

* Using reciprocal teaching select a few words at a time i.e. one child acting as the caller/checker with the other child acting as the writer. The caller is expected to give advice to the writer on how to improve on any mistakes
* Reverse reciprocal roles.

**Lesson 5 –** **Dictating & recording phoneme chart words**

* With a partner, the caller reads aloud across the columns 5 words and asks the writer to write. Caller checks for accuracy.
* Swap roles
* Repeat activity using different words.

**Lesson 6 –** **Using Diacritical marking** (When required)

* Explain diacritical marking code
* Teacher models use on at least two per column
* With a partner, children diacritically mark phoneme words discussing as they go
* Teacher assess and gives feedback while children work in pairs to correct own marking using answer sheet.

**Lesson 7 – Diacritical marking & problem solving** (When required)

* This activity can be repeated independent of the teacher allowing the teacher to time to monitor and assess children’s attempts.
* This session may be needed if the phoneme is spilt over 4 or 5 columns.

**Lesson 8 – Partner dictation using phoneme stories** (Core & extension stories available)

* Using phoneme story children read with a partner.
* Children select a paragraph.
* One partner dictates paragraph while the other writes them into jotter.
* Reverse roles.
* Partners assess each other’s work and give feedback.

**Pedagogy for Thinking Strategies**

* Children will encounter words that cannot be spelled using their knowledge of spelling. Children **must** use the agreed **spelling strategies**.
* Children should be encouraged and taught to **investigate** for themselves and with a partner common words/tricky words/topic words and new words.
* Children should **discuss with a partner** the different strategies they have been taught by the teacher and then select the most appropriate **spelling strategy** to help spell the word accurately.
* Children should be encouraged to **create own word lists** or add to existing word lists.

T**hinking Strategies – Using the Spelling strategies**

**Week 3 & week 4**

**Lesson 1 –Modelling**

* On a large sheet of A3 Teacher models a few words and possible strategies (thinking aloud)

|  |  |  |
| --- | --- | --- |
| **Spelling Word** | **Strategy** |  |
| Cupboard | Compound word | Cup board |
| floor | Sound it | F l oo r |
| Five | Magic e rule | Fiv **e** |
| Aberdeen | Syllables | A ber deen |

* Children on a worksheet show and share appropriate strategy for spelling words from list and shares with partner and then another pair.

**Lesson 2 –** **Revise & Practise**

* Quick recap
* Partners share with teacher the strategies they have selected for each spelling word.
* Children select a **fun task/spelling activity** from sheet to complete using spelling words.

**Lesson 3** – **Reciprocal Teaching**

* Children select a **fun task/spelling activity** from sheet to complete using spelling words.
* After individually practising words, children move to reciprocal teaching where they will Call, Write, Reciprocally Mark and discuss any mistakes and how they deal with difficult parts.

**For example:**

* They should discuss how they learned the words.
* Discuss tricky bits.
* Discuss how they will remember the tricky bits.

**Lesson 4 -** **Evaluate and celebrate**

* Children record dictated sentences or paragraphs or/and word lists

**Lesson 5 –** **Spelling rule introduced** (rule words)

* Brainstorm all spelling strategies
* Focus in on rules **-Why** do we have spelling rules? **When** do we have spelling rules?
* On large A3 paper Teacher introduces spelling rule and gives children an example to illustrate rule.
* Children work together to add to teachers list (investigate if necessary).

**Lesson 6 –** **Practise the rule** (rule words and add IDL words)

* In pairs, recall and discuss rule.
* Teacher dictates this week’s rule words and reminds children to think about spelling rules when creating them.
* Teacher introduces IDL words and invites children to discuss in pairs possible strategies .
* Select **fun task/spelling activity** from sheet to complete using rule words and IDL words.

**Lesson 7 –** **Reciprocal teaching**

* Select **fun task/spelling activity** to complete using rule words and IDL words.
* After individually practising words, children move to reciprocal teaching where they will Call, Write, Reciprocally Mark and discuss any mistakes and how they deal with difficult parts.

**For example:**

* They should discuss how they learned the words.
* Discuss tricky bits.
* Discuss how they will remember the tricky bits.

**Lesson 8** – **Evaluate and celebrate**

* In pairs, children assign roles of caller and writer. The caller calls ten words form over the 4 weeks Phoneme representation/ and the writer writes them down. The words are then checked for accuracy and together they look at the words and discuss strategy used to help.
* Reverse roles
* Teacher evaluates and provides feedback.

**Homework**

Spelling homework should be given out **each week** with a variety of follow up activities in place.

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**Level S5 - S6+**

**Assessment Second into third level –** SWST is used to measure progress in spelling**.** Weekly tests, dictation and periodic assessments in commonly misspelled words, subject specific words, topic words, rules affixes, homophones and confusing words and root words.

**Structure of the programme**

* Week **1 to 3** – Spelling Strategy (common misspelled words/subject specific words/topic words/ rules).
* Week **4 to 7** - Building Vocabulary (Affixes/homophones & confusing words/root words)

**Pedagogy**

* Share LI and relate to prior knowledge/ teacher co-constructs or pupils construct SC. Teacher models spelling strategies.
* Reciprocal Learning/Teacher supports/feedback.
* Plenary - pupils create dictated sentences/paragraph with at least half the words.
* Elkonin boxes/diacritical marking/fun activities.

**Spelling Strategy - Weeks 1- 3**

**Lesson 1 – Teaching Modelling**

* A group lesson – Read through spelling words and check meaning.
* Share the LI and link to previous knowledge.
* Teacher selects 2/3 words and demonstrates how to employ the most effective strategy using think aloud.
* Children then are given the opportunity to discuss with partner the words strategy modelled and decide if this is the most appropriate for the learning style.
* Class teacher takes feedback and records strategies used by all children.

**Lessons 2/3 – Reciprocal learning**

* Children work through list and record most appropriate strategy for self.
* With spelling partners/trios children discuss strategies used and justify selection.
* Children take turns to call/write/mark and discuss any mistakes with partner/trio.
* Record in jotter.
* Fun spelling activity/ diacritical marking/Elkonin boxes if required.

**Lesson 4 – Assessment**

* Children with partner should select no less than half of the spelling words and create a paragraph which will be dictated to another partner set/trio.
* Record in jotter.

**Example week - Spelling Strategy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Teaching Modelling | Reciprocal learning | Reciprocal learning |  | Lesson 4 – Assessment |

* This model can be used for misspelled words/subject specific words and rules.

**Vocabulary Building Week 4- 7**

**Pedagogy**

* Share LI and relate to prior knowledge/ teacher co-constructs or pupils construct SC. Teacher models spelling strategies.
* Reciprocal Learning/Teacher supports/feedback.
* Plenary- pupils create dictated sentences/paragraph with at least half the words .
* Elkonin boxes/diacritical marking/fun activities.

**Day 1 – Teacher Modelling**

* A group lesson
* On A3 paper – **Read** through spelling words. (Later you may wish for children to create own list).
* Share the LI and link to previous knowledge.

*Note - Affixes are placed at the beginning or end of words to change meaning*

*Root word – consider*

*Prefix – re*

*Suffix – ing*

* *Many words are derived from other words and can provide both a clue to meaning and spelling*
* *Prefix rarely changes the spelling of word*
* *Suffix frequently changes the spelling*
* Teacher models with children starting with the affix

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Example word**  This can be given from planner or investigated through dictionary work | | **Affix** | | **Meaning** | | **New word created** | | **New meaning** | **Spelling strategy** | |
| shore | | a | | on | | ashore | | On the shore | Sound it | |
| freeze | | anti | | against | | antifreeze | | a substance used to prevent against freezing | Words in words | |
| biography | | auto | | self | | autobiography | | To give an account of a person’s life by one self | Syllabification | |
| cycle | | bi | | 2 | |  | |  |  | |
| agree | dis | | not | |  | |  | | |  |

* Children with a partner, investigate remaining affixes and record all new words into jotter

**Lesson 2/3**

* Children with a partner write investigate 5 new root words from planner. Explore affix and its meaning. Children should create new words, record meaning and spelling strategy used.
* Children take turns to work with another pair, to call write mark and discuss new words.
* Fun spelling activity/ diacritical marking/Elkonin boxes if required.

**Lesson 4**

* Children with a partner, take new spelling words and sort into nouns, verbs, adjectives and adverbs and record.
* ROOT words children are given root words and asked to generate 3/other words from each root.

**For example:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Root words** | **1st new word** | **2nd new word** | **3rd new word** |
| porto | export | portable | porter |
| **Meaning** | **Meaning** | **Meaning** | **Meaning** |
| To carry | To carry/send goods to another country | To be easily carried | A person employed to carry goods |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Example word**  This can be given from planner or investigated through dictionary work | **Affix** | **Meaning** | **New word created** | **New meaning** | **Spelling strategy** |
| freeze | anti | against | antifreeze | A substance used to prevent against freezing | Sound it |
| cycle | bi | 2 | bicycle | 2 wheeled bike | Tricky word /Word in word  When its **icy,** don’t ride your b**icy**cle |
| agree | dis | not | disagree | Not to agree | Sound it |
| export | ex |  |  |  |  |
| shore | a |  |  |  |  |

**LI:**

We are learning about **prefixes** and how they can be used to create new words with new meanings.

**Remember**

* Investigate the meaning of each prefix
* With a partner, apply prefix to selected words and investigate new meaning
* Investigate most appropriate spelling strategy for newly created words

**Building vocabulary week example**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Day 1 – Teacher Modelling | Investigate | Investigate |  | Generate new words |

* This model can be used for affixes, homophones/confusing words and root words

**Further Examples**

Further examples to teach new words and model spelling strategy or discuss prefix, suffix, homophones, root words.

**Monday**-**Introduce**

**Teaching Modelling**

* A group lesson – Read through spelling words and check meaning.
* Share the LI and link to previous knowledge.
* Teacher selects 2/3 words and demonstrates how to employ the most effective strategy using think aloud.
* Children then are given the opportunity to discuss with partner the words strategy modelled and decide if this is the most appropriate for the learning style.
* Class teacher takes feedback and records strategies used by all children.

**Tuesday/Wednesday**– **Reciprocal working incorporating personalisation and choice.**

* Independent/partner work – strategy/partner work compare and justify- A3 sheets.
* With spelling partners/trios children discuss strategies used and justify selection.
* Children take turns to call/write/mark and discuss any mistakes with partner/trio.
* Fun activities/elkonin boxes diacritical marking.
* Children work through list and record most appropriate strategy for self.
* Record in jotter or on A3 sheets to make ‘Big Book of Spelling.’

**Friday -** Create a paragraph using no less than half the words/work reciprocally/test partner.

**Activities to deepen learning**

* [www.spellingcity.com](http://www.spellingcity.com)
* ransom notes,
* hangman
* silly stories
* thesaurus game
* graffiti writing

**Notes**

All words and in-depth details of pedagogy in class spelling book.

**Homework** – At this stage should be flexible and reflect the need of individuals

You need:

* Personalisation and Choice grid
* Research
* ICT based