




Hunnyhill Primary School

Date of review	September 2024
Next review Due	September 2026
Staff Responsibility	English Lead
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

Spelling & Phonics Policy

Rationale

At Hunnyhill, we believe that children should become confident, proficient readers and spellers through a fun, systematic and progressive approach. By becoming confident spellers and decoders, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

It is important that all members of staff are fully aware of, and understand, the way in which spelling and phonics are taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning.

Although guidelines for the teaching of spelling are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils, considering the ways in which they learn best.

The school's approach to phonics and spelling will be applied in all cross-curricular work. To become successful decoders and spellers, we aim to teach these skills using a multisensory approach. Opportunities for consolidation need to be afforded regularly and should include the promotion of collaborative learning and children should feel confident in applying their skills.

Intent

At Hunnyhill Primary School our aim is to create an environment that allows children to develop the ability to learn spellings and to use them subsequently to produce an effective piece of writing. The key to our whole approach is building an environment where children feel confident to:

- try out unknown spellings before committing themselves to a final version;
- draw on the learning strategies devised by peers as well as teachers;
- develop confidence in using available resources such as dictionaries, word banks and computer spell checks (where appropriate) effectively.

Implementation

At Hunnyhill, children are primarily taught decoding and spelling using a phonics-based approach via the Phonics Shed programme in the early years and through key stage 1.

From years 2-6 we have adopted the use of the 'Spelling Shed' Programme for those who are ready to move from phonics into spelling patterns: The Spelling Shed Programme has been devised to offer a comprehensive yet accessible progression in the teaching of spelling as outlined in the National Curriculum. Guidance is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

The programme delivers a manageable tool for meeting the requirements of the National Curriculum, has a clear progression through blocks of teaching units across the year, and comprehensively explains how to teach spelling effectively.

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. Termly overviews that have been mapped across weeks as half termly plans.
- Daily lesson plans for each session, with Supporting Resources, including word lists, online activities and guidance on conventions.
- Each spelling pattern throughout the programme follows the revise/teach/learn/practise/apply/assess process.
- Lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. However, lessons should usually be approximately 30 minutes long.

Common Exception Words

The teaching and learning of exception words should be given a high priority in all classes as they make up a significant percentage of reading and written work.

The National Curriculum suggests lists of common exception words that should be taught in each year group, which sits alongside Teachers at Hunnyhill should follow the school's own Exception Word lists appropriate for the appropriate age group which they are teaching. Each class should display the common exception words for their child's year group and children should also have access to word banks/spelling flaps and dictionaries as appropriate to the stage of learning.

Impact

We recognise the importance of children's ability to independently apply the spellings which they have been taught. Pupils must be given the opportunity to rehearse and correct any taught spellings which they have incorrectly applied within their writing. In accordance with the marking policy, all adults working with children, should draw a child's attention to any spellings or spelling patterns which have previously been taught and which the child is expected to know. Children should also be given further support and intervention for spelling where appropriate and necessary e.g. through intervention groups, catch-up time or focussed specific learning programme.