



Manor Field
PRIMARY SCHOOL
Respect Believe Achieve



Phonics and Spelling Policy	
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Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Mission Statement:

At Manor Field School Everybody Matters

Vision Statement:

All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

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Phonics and Spelling Policy

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1. Vision

Phonics and Spelling are essential skills that allow our pupils to communicate their understanding in all curriculum subjects. For pupils to develop into effective and confident readers and spellers, they need to develop and use a range of reading and spelling strategies. For this to be achieved, phonics and spelling is taught actively and explicitly with the understanding that the greatest impact is achieved when children are encouraged to apply their skills to a range of meaningful contexts.

The systematic teaching of phonics and spelling is fundamental. Throughout their time at Manor Field School, children will experience high quality discrete synthetic phonics teaching. This will be tailored to the individual needs of the pupil and be both engaging and dynamic.

Spelling is taught as part of a planned programme, following the requirements of the National Curriculum. In addition, handwriting lessons, guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies.

2. Intent

The aims of synthetic phonics and spelling are:

- To teach pupils aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words

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- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills and spelling strategies in all curriculum areas

3. Curriculum Implementation

The Phonics and Spelling curriculum is split up into seven strands:

- Phonics
- Homophones
- Apostrophes
- Common Exception Words/Tricky Words
- Prefixes and Suffixes
- Word Endings
- Rare GPCs (Grapheme Phoneme Correspondence)/ Etymology and Morphology

At Manor Field we believe that phonics teaching should be: systematic, discrete, interactive, practical and engaging. We follow the systematic approach laid out in the Song of Sounds scheme (Introduced September 2021) providing pupils with a multi sensory approach to phonics. From Year 3 to Year 6 the No Nonsense Spelling approach. Staff use planning set out by Song of Sounds but ensure there is appropriate provision for all pupils to ensure progression and effective, high quality teaching.

What constitutes good practice?

Both spelling and phonics should follow the same sequence, to ensure deep and long-lasting knowledge is being embedded:

1. Review and Revisit – Pupils will revisit the previous taught learning via the key song for their stage of learning and the use of interactive and engaging games and activities, often in a whole class environment.
2. Teach and Model New Learning – Pupils will be taught a new phoneme/grapheme, a new skill or spelling rule.

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3. Practise and Apply– Pupils practise using the rule in context and pupils will be encouraged to apply new learning independently in their writing

4. Review– Pupils will revisit the learning from the session to consolidate understanding.

In Key Stage 2, this progression may take a number of sessions, whereas in EYFS and Key Stage 1, the four stages will be seen in each lesson.

Each phonics and spelling session lasts between 15-20 minutes.

4. Progression of Phonics and Spelling through the school

EYFS and Key Stage 1

The Early Learning Goals for EYFS children states that children need to:

- Read and understand simple sentences
- Use phonic knowledge to decode regular words, and read aloud accurately
- Read common irregular words.

To meet these expectations, EYFS teachers begin with single letter phonemes, then introducing Digraphs and Trigraphs found in Stage One Song of Sounds. Some children may be introduced to Stage Two digraphs and Tricky Words as and when teachers feel it is needed to meet the individual needs of certain pupils.

The National Curriculum states that children in Year 1 should be taught:

- Spelling of vowel digraphs and trigraphs
- Singular and plural spellings
- Adding –ing, -ed and –er to verbs
- Adding –er and –est to adjectives
- The spelling of ph and wh words
- The spelling of words ending in –y, adding the prefix –un
- Compound words.

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All these skills are explicitly taught during phonics and spelling sessions, and should be applied through the curriculum.

Year 2 teachers recap children's learning from Stage Two Song of Sounds and build upon current knowledge. Once secure pupils will begin Stage 3 Song of Sounds. Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported for children to be able to apply spelling patterns and rules appropriately.

Key Stage 2

In Key Stage 2, those children who are secure in their knowledge of Stage 3 Song of Sounds are taught key spelling patterns and strategies from the 'No Nonsense Spelling' scheme. This happens on a weekly basis during spelling lessons which happen three times per week.

The teaching of phonics continues in groups at Key Stage 2 for those individuals and groups of children who require further support. Those children who still require phonics teaching and the opportunity to consolidate their phonic knowledge and skills from Key Stage 1 receive this as part of a rigorous intervention programme, using supportive materials from Song of Sounds and other support materials to engage and motivate them.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility for identifying their own spelling errors, making reasoned choices about likely alternatives and using a range of resources for making corrections. Pupils will be exposed to words from high and medium frequency word lists during spelling sessions and their knowledge of these words are assessed through weekly spelling tests and feedback during lesson time.

Throughout the 'No Nonsense Spelling' programme, there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology of words.

We aim to gradually build pupils' spelling vocabulary by introducing patterns or conventions and recalling weekly those that have already been introduced. We aim to teach lively, focused lessons, which are enjoyable and effective, rather than just simple skills sessions.

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We teach spelling strategies explicitly and apply these to high frequency words, cross curricular words and individual pupils' words. Proofreading and editing skills are also taught during shared and guided writing sessions.

5. Monitoring

The subject is led by the early reading, phonics and spelling leads, ensuring skills are met across the year groups and the learning is appropriate.

Monitoring takes place regularly through data review, sampling children's work, and teacher planning, or through book scrutinies and lesson drop ins by the Subject leader. Subject portfolios contain the key documents for each subject, and contain evidence of their implementation across the school.