

Phonics, Spelling and Grammar Policy



Updated March 2021 by Jenny Thomas and Kara Hailey

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Part 1: Spelling

At Newdale we believe it is vitally important that our children become confident, accurate and fluent spellers.

The National Curriculum 2014 sets out that children need to be able to spell "quickly and accurately".

Children are taught to do this at Newdale by learning:

- the relationship between sounds and letters (phonics)
- understanding morphology (word structure)
- understanding orthography (spelling structure)

Teaching Phonics

Overview of phonics

When teaching phonics in Early Years and Key Stage One, we use a government produced framework called 'Letters and Sounds'. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read and write by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by the age of seven.

Teaching programmes

Letters and Sounds is broken down into 6 phases which are worked through from nursery to the end of year 2 - and beyond where appropriate. Children have daily letters and sounds sessions which last approximately 20 minutes.

Children who do not meet the required standard of reading at the end of Year 1 in the Phonics Screening Test retake the test at the end of Year 2. During Year 2 those children will have tailored intervention to revisit where gaps are evident and may be offered after school 'Fun with Phonics' sessions.

Staff

Our early reading expert closely monitors phonics teaching and early reading across Newdale. Along with the Literacy lead, this expert ensures that staff are confident and trained in the structure and delivery of phonics. In addition, we have also invested in a trained phonics lead teaching assistant who delivers bespoke, targeted intervention each day.

Our early reading expert has devised a using and applying scheme to ensure the gap between phonics reading and spelling is minimised. They also have high expectations for all with an ambition of 95% achieving phonics screening pass at the end of year 1.

Nursery

How often?	5 times a week
Scheme of Work	Lady Bugs- Letters and Sounds Phase 1. Mighty Oaks- Letters and Sounds Phase 1 and 2. HA pupils start Letters and Sounds Phase 3 in the Spring/Summer term.
Differentiation	Phonics sessions delivered by key workers and nursery teachers according to need.
Typical shape of a phonics / spelling lesson	Daily Phonics Letters and Sounds
Where do we record work?	Display on the wall and in our writing corner. Evidenced in electronic pupil profiles and home communication books.

Reception

How often?	5 times a week
Scheme of Work	Letters and Sounds Phase 3 and then move on to Phase 4/5 by the Summer term. LA pupils - supported as appropriate.
Differentiation	Four ways
Typical shape of a phonics / spelling lesson	Phonics Letters and Sounds Daily 20-minute session
Where do we record work?	In Literacy books, phonics books, Learning Journeys and home communication books.

Year 1

How often?	5 times a week
Scheme of Work	Letters and Sounds Phase 5 LA pupils - Phase 3, 4 and 5 (or where appropriate)
Differentiation	Four ways
Typical shape of a phonics / spelling lesson	Daily 20 minute Letters and Sounds Phonics session delivered to all, followed by differentiated, targeted small group sessions. Introducing phoneme and corresponding grapheme.
Where do we record spelling work?	In literacy or handwriting books, home communication books and some work may be completed orally or on individual whiteboards.

Year 2

How often?	5 times a week
Scheme of Work	Letters and Sounds Phase 6 LA pupils (Children that did not pass the Phonics Screening Check) - Phase 5 or as appropriate
Differentiation	Three ways
Typical shape of a spelling lesson	Daily 20-minute spelling rule sessions using phonic knowledge where appropriate. Introducing phoneme and corresponding grapheme.
Where do we record spelling work?	In Literacy books, home communication books and some work may be completed orally or on individual whiteboards.

Teaching Spelling

Spelling is taught both in discrete sessions and is also embedded throughout other learning during the school day. Teachers ensure that spelling rules are being reinforced when teaching any writing based activity and will correct up to five spellings within a piece of writing where children have already been taught the spelling or the spelling rule.

When teaching discrete 'Spelling' lessons in Key Stage Two, we use a combination of the requirements of the National Curriculum 2014 supported by Ruth Miskin's 'Read Write Inc Spelling,' a robust, fast paced and systematic spelling programme for children in years 2-6. The programme supports the aims of the National Curriculum to ensure that children do the following:

- 'Spell new words correctly and have plenty of practice in spelling them... including exception words and homophones.'
- 'Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology (the study of the form of words) and etymology (the study of the origins and development of words).'
- 'Are supported in understanding and applying the concepts of word structure.'
- 'Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.'

At Newdale we use this scheme of work to teach spelling to Year 3 - Year 6. Year 2 have also begun to use some of this programme to support learners who are moving on from Letters and Sounds.

Year 3

How often?	5 times a week
Scheme of Work	Ruth Miskin <i>Read, Write, Inc Spelling - Practise Book 3</i> LA - intervention as appropriate
Differentiation	All children learn the year 3 spelling rules; LA as above
Typical shape of a spelling lesson	Pre-test to introduce words and discuss meaning; teach and practise spelling rule; word games; application of words into sentences Weekly test
Where do we record spelling work?	In Literacy books, spelling books and some work may be completed orally or on individual whiteboards.

Year 4

How often?	5 times a week
Scheme of Work	Ruth Miskin <i>Read, Write, Inc Spelling - Practise Book 4</i>
Differentiation	Whole class rules, differentiated by word list
Typical shape of a spelling lesson	Pre-test to introduce words and discuss meaning; teach and practise spelling rule; word games; application of words into sentences Weekly test
Where do we record spelling work?	In Literacy books, spelling books and some work may be completed orally or on individual whiteboards.

Year 5

How often?	5 times a week
Scheme of Work	Ruth Miskin Read, Write, Inc Spelling - Practise Book 5
Differentiation	Whole class rules, differentiated by word list
Typical shape of a spelling lesson	Pre-test to introduce words and discuss meaning; teach and practise spelling rule; word games; application of words into sentences Weekly test
Where do we record spelling work?	In Literacy books, spelling books and some work may be completed orally or on individual whiteboards.

Year 6

How often?	5 times a week
Scheme of Work	Ruth Miskin Read, Write, Inc Spelling- Practise Book 6
Differentiation	2 ways
Typical shape of a spelling lesson	Recap of the spelling rules across the whole key stage Variety of activities to apply rule; application of words into sentences Weekly test / Address misconceptions
Where do we record spelling work?	In Literacy books, spelling books, SPaG books and some work may be completed orally or on individual whiteboards.

Homework

In Reception, Key Stage 1 and Key Stage 2, spellings are sent home on a weekly basis. The children are asked to practise using the 'look, cover, write and check' strategy. These spellings are based on the spelling rule being taught that week. Teachers will differentiate the spellings which are given out as homework depending on the child's spelling group and may also include key words. In upper Key Stage 2, children may be required to learn the spellings in context as spelling sentences. In addition, by upper key stage 2, children can also incorporate features of grammar. Pupils are tested on these words at the end of the week.

Example sheet that teachers use for homework:

Look	Cover	Write	Check

Following the requirements of the new National Curriculum 2014, children in Key Stage 2 are also required to learn common exception word lists in addition to their weekly spellings. We refer to these as 'jumping orange words' and have split them into ten spellings for each half term to make the learning more manageable. See Appendix 1 for the full spelling lists.

Assessing spelling

In the Early Years Foundation Stage and Key Stage 1, spelling is assessed in class when children come to the end of each Letters and Sounds phase. A weekly spelling test is also administered to test the words which have been set as homework in the previous week from the Letters and Sounds lessons. In addition to this, a half termly test also takes place where children are tested on their 'jumping orange words' (see appendix). The 'jumping orange words' are sent home at the beginning of the year and again at the start of each half term to ensure children are getting the opportunity to practise them.

In Year 1 and Year 2, children eligible for the Phonics Screening Check are tested four times throughout the year on real and nonsense words by carrying out a 'practice' phonics screening check. The data produced by the tests is then analysed so that vulnerable groups are identified and intervention is put in place.

In Key Stage 2, a weekly spelling test is administered to test the words which have been set as homework in the previous week. In addition to this, a half termly test also takes place where children are tested on their 'jumping orange words' (see appendix). The 'jumping orange words' are sent home at the beginning of the year and again at the start of each half term to ensure children are getting the opportunity to practise them.

Marking Spelling

To highlight the importance of good spelling, it has been agreed that in any piece of written work completed by a child, a teacher should, where appropriate, mark or correct spellings accordingly. This should be up to a maximum of five spellings, but words which should be known already will be picked up by the teacher to be corrected by the child. This may then form an extra 'green wish' for the child to complete.

Examples of when this correction may be appropriate include:

- a common, high frequency word that has been spelt incorrectly.
- a word which has been given on the board or in a word bank that has not been recorded correctly.
- a word given in previous tests that has been spelt incorrectly.

As part of the child's improvement of their own work, following the teacher's marking, they may be asked to correct a spelling or practise the correct spelling using the 'look, cover, write, check' strategy.

Information on how we mark incorrect spellings at Newdale can be found in the Marking Policy.

Progression in Spelling

Year Group	Provision for LA	Provision for MA	Provision for HA
Reception	Phase 2	Phase 3 and Phase 4	Phase 3 and Phase 4 and 5
Year 1	Phase 3 and Phase 4 L&S + extra TA intervention National Curriculum*	Phase 5 phonics National Curriculum* + Phonics boosters	Phase 5 phonics National Curriculum* + Phonics boosters
Year 2	Spelling rules from National Curriculum* linked with phonic knowledge plus targeted extra phonics and spellings as necessary	National Curriculum* Spelling rules linked with phonic knowledge	National Curriculum* Spelling rules linked with phonic knowledge
Year 3	National Curriculum* plus targeted extra spellings as intervention	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 3	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 3
Year 4	National Curriculum* plus targeted extra spellings as intervention	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 4	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 4
Year 5	National Curriculum* plus targeted extra spellings as intervention	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 5	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 5
Year 6	National Curriculum* plus targeted extra spellings as intervention	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 6 plus revision of KS2 spelling rules	National Curriculum* Ruth Miskin - Read, Write, Inc Spelling Book 6 plus revision of KS2 spelling rules

*See National Curriculum appendix 1

Part 2: Grammar

At Newdale, grammar forms part of English teaching. However, following the introduction of the Spelling, Punctuation and Grammar tests in Year 6 in 2013, staff also ensure that grammar is taught explicitly at a specific time during the school week.

We have adapted a suggested structure of grammar teaching for use so that each year group builds and extends on the work they have covered in previous years.

Progression in Grammar

The following progression of skills is a suggested structure for each year group but children will be taught other grammar objectives alongside these. We expect that most children will achieve these objectives; however there may be some children who need to track back to a previous year as part of intervention or move on to the following year objectives. A more detailed list of expectations appears in the year group versions of Chance to Shine assessment grids.

See Appendix 2: Vocabulary, Punctuation and Grammar for the full list of objectives to be covered in the National Curriculum 2014.

Nursery children can:	I can write my first name with a capital letter at the start.
In addition, Year R children can:	I can write my first and last names with a capital letter at the start of each name. I can begin to write simple sentences.
In addition, Year 1 children can:	I can write simple dictated and independent sentences with a capital letter and full stop. I can use capital letters for names including 'I'. I can join sentences and clauses with 'and'.
In addition, Year 2 children can:	I can use capital letters, full stops and question marks. I can add some extra information to a sentence with adjectives. I can join sentences with or / and / but. I can use 'when', 'if', 'that' and 'because' to extend sentences. I know nouns, verbs and adjectives. I can write consistently in 'past' or 'present' tense.
In addition, Year 3 children can:	I can use speech punctuation correctly, including new line new speaker and inverted commas. I can use exclamation marks, commas in a list, apostrophe for omission and singular possession. I can use adverbials. I can link clauses using a variety of conjunctions. I can express time, place and cause using conjunctions, adverbs and prepositions.

	I can use past and present tense mostly consistently including progressive verbs (-ing)
In addition, Year 4 children will:	<p>I can expand noun phrases and modify using adjectives, additional nouns and preposition phrases.</p> <p>I can link clauses with a range of subordinating and coordinating conjunctions.</p> <p>I can use fronted adverbials with correct comma placement.</p> <p>I can use present, past, progressive and perfect tense.</p> <p>I can indicate speech using inverted commas and other punctuation.</p> <p>I can use apostrophes to mark singular and plural possession.</p>
In addition, Year 5 children will:	<p>I can describe settings and characters using carefully selected words.</p> <p>I can create atmosphere with descriptive sentences.</p> <p>I can add extra information to sentences (relative clauses) beginning with who, where, which, when, whose or that (relative pronouns).</p> <p>I can use some cohesive devices within paragraphs (e.g. then, after that, firstly etc.).</p> <p>I can indicate degrees of possibility using adverbs and modal verbs.</p> <p>I can use commas to mark clauses, avoid ambiguity or clarify meaning.</p> <p>I can use parenthesis using brackets or dashes or commas.</p>
In addition, Year 6 children will:	<p>I can select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>I can use verb tenses consistently and correctly.</p> <p>I know how to use a range of punctuation: ellipsis, hyphen, colon, semi-colon and bullet points.</p>

Testing Grammar

Currently, there is only a statutory requirement to test grammar in Year 6. However, teachers in other year groups may test their classes on certain aspects of grammar, when they deem appropriate, so that it can inform their future planning.

Teaching of Grammar

Good grammar is central to good quality writing and forms part of the assessment in writing. Children should be taught to express their ideas in as clear and direct way as possible and so the explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum.

The above progression of skills is a key set of skills which the children learn about separately in explicit Grammar Teaching sessions, though they should also work on

these skills embedding them in their general writing and exploring the ways in which they enhance the quality of their expression.

It is recommended that explicit grammar teaching happens in every classroom in the school. This may be done in one of two ways or, more likely, a combination of the two:

- Short sessions (10-15 minutes): Children will learn and practise a given skill in a short 20 minute 'burst' of grammar work. If this is chosen, then two or three of these sessions may be apparent in the timetable for a class each week.
- Grammar lesson as one of the five English sessions (50 - 60 minutes): Children will learn and practise a given skill in an English lesson. It is important that pace and coverage of learning is effective if a longer session is to be preferred so that the children's learning is equally comprehensive.

Appendix 1: Spelling

KS1 Jumping Orange Words

Year 1 Autumn 1 st half	Year 1 Autumn 2 nd half	Year 1 Spring 1 st half	Year 1 Spring 2 nd half	Year 1 Summer 1 st half	Year 1 Summer 2 nd half
a I be he me we so by my	of has the she do to no go	you your they said says are our	were was is his house today put	here there where love come some one	once ask friend school push pull full

Year 2 Autumn 1 st half	Year 2 Autumn 2 nd half	Year 2 Spring 1 st half	Year 2 Spring 2 nd half	Year 2 Summer 1 st half	Year 2 Summer 2 nd half
door floor poor find kind both old cold gold hold fast	because behind mind wild most only Christmas last past father eye	child climb path bath who whole any many busy hour	people water again half money Mr Mrs parents class grass pass plant	told break steak pretty prove improve sure sugar after clothes	every everybody even great move could should would children beautiful

KS2 Jumping Orange Words

Year 3 Autumn 1st half	Year 3 Autumn 2nd half	Year 3 Spring 1st half	Year 3 Spring 2nd half	Year 3 Summer 1st half	Year 3 Summer 2nd half
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

Year 4 Autumn 1st half	Year 4 Autumn 2nd half	Year 4 Spring 1st half	Year 4 Spring 2nd half	Year 4 Summer 1st half	Year 4 Summer 2nd half
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important

Year 5 Autumn 1st half	Year 5 Autumn 2nd half	Year 5 Spring 1st half	Year 5 Spring 2nd half	Year 5 Summer 1st half	Year 5 Summer 2nd half
occur accompany according achieve aggressive amateur forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	develop especially exaggerate hindrance excellent existence explanation familiar frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate

Year 6 Autumn 1 st half	Year 6 Autumn 2 nd half	Year 6 Spring 1 st half	Year 6 Spring 2 nd half	Year 6 Summer 1 st half	Year 6 Summer 2 nd half
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Appendix 2: Vocabulary, Grammar and Punctuation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf