



Sutton Courtenay Spelling and phonics

Our spelling programme is based on phonological awareness and embedding the skills of segmenting and blending. All National Curriculum statutory spellings are taught alongside sounds from the Phonics International programme (P.I.). We use the Phonics International approach to teaching spelling to ensure consistency for the children.

KS1

Children are taught the N.C. Spellings through daily sessions using the Phonics International approach. These may be supplemented by other strategies.

Year 1

All of the N.C. spellings are covered in P.I. There are Sound Activity Sheets to download and use.

Year 2

Some of the N.C. spellings are covered by P.I. Sound Activity Sheets. Teachers will need to make their own Sound Activity Sheets for the remaining spellings. There is a blank sheet in the spelling resources folder on OneDrive.

KS 2

N.C. spellings are covered as Lower KS2 and Upper KS2. No specific year group allocation is given. We are allocating the statutory spellings to Year 4 and Year 6. Year 3 and 5 will focus on other spelling patterns covered by Phonics International.

Year 3

Teach Phonics International (excluding the words which are covered by NC Spellings – these will be picked up in Y4). In addition, children will need to be introduced to and have access to the statutory word lists for Y3/4. At the end of the year, children are expected to be able to spell 'some' of the words from the list.

Teach daily (short) phonics lessons using the allocated sounds in units 4-7 of Phonics International. There are 27 sounds to be covered over the year. The allocation of time to each spelling will depend on how confident the children are with specific sounds. All sounds must be introduced using the P.I. approach.

Year 4

Teach National Curriculum spellings and words from the statutory word list for Y3/4. At the end of the year, children are expected to spell 'most' of the words from the list.

Teach daily (short) spelling sessions. Several of the objectives are covered by Phonics International. Teachers need to make up their own sound activity sheets for the words which do not appear in Phonics International.

All new spellings must be introduced by saying the sounds and completing the sound activity sheets although other spelling activities can be used additionally. This may be relevant when teaching words with prefixes and suffixes where a rule needs to be applied.

Year 5

Teach from the allocated Phonics International Units 8 to 12 (excluding those which are covered by statutory spellings – these will be picked up in Y4 & Y6.) In addition, children will need to be introduced to and have access to the statutory word list for Y5/6. At the end of year 5, children are expected to be able to spell 'some' of the statutory words.

Teach daily (short) spelling sessions using the allocated sounds in units 8-12 of Phonics International. There are 31 sounds to be covered over the year. The allocation of time to each spelling will depend on how confident the children are with specific sounds. All sounds must be introduced using the P.I. approach.

Year 6

Teach the National Curriculum Y5/6 spellings and words from the statutory word list for Y5/6. At the end of the year, children are expected to spell 'most' of the words.

Teach daily (short) spelling sessions. Several of the objectives are covered by Phonics International. Teachers need to make up their own sound activity sheets for the words which do not appear in Phonics International.

All new spellings must be introduced by saying the sounds and completing the sound activity sheets although other spelling activities can be used additionally. This may be relevant when you are teaching words with prefixes and suffixes where a rule needs to be applied, and where homophones, homonyms and homographs are being explored.

Routine

This must be followed so that children become confident and competent at sounding out and blending words to help them with their independent spelling.

For Phonics:

- Introduce and say the sound – children to repeat.
- Show the sound activity sheet and identify the sounds within the first line of words. Sound the word for the children, then the children sound the word (palms facing – phoneme fingers).
- The children then individually read the rest of the words to themselves putting sound dashes under each sound and ticking the word when they have read it.
- If they finish before others, get them to write the words out in the space below.
- Get the children to fold their sheet to cover the words and then test their spellings. Encourage them to put the sound dashes before spelling the word.


For National Curriculum spellings which are not covered by P.I.:

All sessions must begin with saying and sounding the words as with phonics however many of the sounds will not be actual phonemes. It is important that these sounds are discussed and highlighted and children's attention is drawn to the letters which make the sounds.

- Say the words and identify syllables
- Say the sounds in each word and then say the word again.
- Children to repeat with each of the words.
- In addition, a range of different spelling activities should be used to develop understanding of word structure and other spelling patterns.

It is very important that we follow consistent routines when teaching spelling. In order to build on the approaches used when children first learn to write, spelling should be taught through analysis of the phonemes within words. When teaching spelling, use the routine below.

Core skill for encoding:

- Use the left hand, palm facing, to tally the sounds identified all-through-the-spoken-word onto thumb and fingers. 
- Write a 'sound dash' for every sound identified which also act as 'writing lines'. — — —
- Select grapheme tiles, magnetic letters or write graphemes, to spell the word.
- Sound out and blend the selected graphemes to check the spelling. s oa p ✓

All resources are on the staff shared drive in the English folder under 'Spelling'. All of the P.I. Sound Activity Sheets for each unit can be found there, without needing to go online to the P.I. website. You will need to print out the specific sheets that you require. There is also a blank 'Sound Activity Sheet' for you to add in your own spellings where they are not covered by the P.I. units. Each year will have a hard copy of the planning and teaching resources.

Phonics and spelling <http://www.phonicsinternational.com/> This website is brilliant for planning not just phonics, but also spelling with Key Stage 2, and contains a wealth of resources to support this. (office.3243@sutton-courtenay.oxon.sch.uk Password sunnyday)