

# English: Spelling and Phonics

Edmund Waller  
Curriculum

Intent

Implementation

Impact



**Know, Explore, Communicate**

# Intent

The teaching and learning of phonics and spelling at Edmund Waller are an integral part of the English curriculum. These two subjects are not discrete; they are interwoven into reading and writing.

As such, the broader [Reading](#) and [Writing](#) curricula are also those of phonics and spelling. Phonics and spelling lay the foundations for fluent and automatic reading and writing. The English curriculum, in turn, is interwoven with the rest of the curriculum. As pupils develop in reading and writing, they increase in their proficiency to learn, research, debate and communicate, both verbally and through text.

The teaching of phonics and spelling contributes to the school's aspiration that every pupil be a reader and a writer, able to access the curriculum.

# Implementation

## **Planning**

- ***Declarative*** – *What are the key facts that children should know?*

- *Code Knowledge*

- Pupils need to learn the sound spelling correspondences with which we spell the sounds of our language. EW uses the cumulative programme Sounds-Write to teach these.*

- In order to accurately spell, pupils need to know the different ways in which sounds can be spelled and which spelling to use in specific words.*

- *Conceptual Knowledge – pupils will learn that:*

- *Sounds can be spelled with letters*
    - *Sounds can be spelled with more than one letter*
    - *Sounds can be spelled in more than one way*
    - *Spellings can represent more than one sound*

- *Vocabulary as appropriate:*

- sound, letter, spelling, (two-letter spelling, three-letter spelling etc.) syllable, polysyllabic, prefix, suffix, base word, root word, vowel, consonant*

# Implementation

## **Planning**

- **Procedural** – *What are the things that all children should be able to do (skills)?*

*Pupils will develop the following skills in order to read and spell one-syllable and polysyllabic words:*

- *Blending*
- *Segmenting*
- *Phoneme manipulation*
- *Learning to form letters correctly and write with increasing speed and automaticity (as detailed in the Writing progression map)*

# Implementation

## ***Planning***

- ***Experiential*** – *What knowledge can only be gained first hand by experiencing or doing certain activities?*

*Pupils will develop their understanding of how our writing system works through the interactive lessons of the Sounds-Write programme.*

*Pupils will practise their phonic knowledge and skills in the early stages by reading phonically controlled books or writing dictated sentences. Where appropriate, pupils may also read books that contain some sound-spelling correspondences that they have not been explicitly taught, if they are reading with an adult to support them.*

*To develop spelling knowledge, pupils will study a particular sound (and its various spellings) or spelling patterns. Carefully structured activities will develop pupils' ability to spell words.*

# Implementation

Edmund Waller uses the Sounds-Write linguistic phonics programme. Sounds-Write is firmly based on learning theory, incorporating theories such as Cognitive Load Theory and current understanding of how memory works. The programme develops the important concepts, skills and code knowledge that underpin reading and writing in a way that is structured, incremental and cumulative.

Lessons are focused and multisensory, giving pupils opportunity for both problem solving and repeated practice. Teachers utilise the apprenticeship model, involving and scaffolding pupils as they work towards independence. This supportive approach allows pupils to be confident and secure as they learn, in turn maintaining motivation for the next stage of learning. The use of phonically controlled (decodable) books alongside the phonics programme allows pupils to experience reading independently and to further consolidate their phonics skills.

Medium and short term planning build in the revision of material, which along with the cumulative nature of the programme, develops mastery of the concepts, skills and code knowledge required. Teachers use formative assessment to refine their short term plans in order to meet pupils needs.

# Implementation

In EYFS and Year 1, spelling is closely linked to pupils' phonics sessions. What they are learning to read, they practise spelling. In Year 2 and 3, the Sounds-Write programme forms the basis of the work on spelling, continuing to emphasise the sound-spelling correspondences in words. In Years 4 to 6, Sounds-Write lessons are used where appropriate to support the analysis of words, particularly polysyllabic words, and to develop pupils' understanding of morphology.

Alongside the Sounds-Write programme, from Year 2, the National Curriculum guidance is incorporated into work on spelling, and from Year 3 onwards, this also includes the statutory spelling words. This is set out in separate guidance documents .

# Impact

## **Emotional**

As children make expected progress in phonics and spelling – and therefore the wider English Curriculum - they will enjoy participating in classroom activities. This will foster an enjoyment of school in general.

## **Intellectual**

In English, of which spelling is a component, children make good progress and attainment is at least in line with national benchmarks.

Accurate, automatic spelling will contribute to pupils' ability to express themselves in writing.



# Outcomes YR to Y3

At the end of Reception children can	At the end of Year 1 children can	At the end of Year 2 children can	At the end of Year 3 children can
Blend, segment and manipulate sounds in words of up to 5 sounds.	Blend, segment and manipulate sounds in words of up to 7 sounds.  Blend and segment polysyllabic words.	Blend and segment polysyllabic words.	Blend and segment polysyllabic words of increasing length.  <i>Develop strategies for learning to spell unknown words.</i>

# Outcomes YR to Y3 - continued

At the end of Reception children can	At the end of Year 1 children can	At the end of Year 2 children can	At the end of Year 3 children can
<p>Understand that sounds can be spelled with 1, 2, or 3 letters.</p>	<p>Understand that:</p> <ul style="list-style-type: none"><li>• sounds can be spelled with up to 4 letters</li><li>• Sounds can be spelled in different ways</li><li>• Spellings can represent different sounds</li></ul>	<p>Understand that:</p> <ul style="list-style-type: none"><li>• sounds can be spelled with up to 4 letters</li><li>• Sounds can be spelled in different ways</li><li>• Spellings can represent different sounds</li> <li>• Understand that words are made up of grammatical units that convey meaning e.g '-s' as a plural, '-ed' as past tense.</li></ul>	<p>As before, plus:</p> <p>Understand that words are made up of grammatical units that convey meaning e.g '-er' as comparative and '-est' as superlative.</p>

# Outcomes YR to Y3 - continued

At the end of Reception children can	At the end of Year 1 children can	At the end of Year 2 children can	At the end of Year 3 children can
<p>Read and write all sound-spelling correspondences in Sounds-Write Initial Code.</p> <p>Use existing code knowledge to write plausible spellings of one syllable words.</p>	<p>Read sound-spelling correspondences in units 1-26 of the Sounds-Write Extended Code.</p> <p>Accurately spell a range of words containing sounds &amp; spellings covered.</p> <p>Use existing code knowledge to plausibly spell one and two syllable words.</p>	<p>Read sound-spelling correspondences in units 27-49 of the Sounds-Write Extended Code.</p> <p>Accurately spell a range of words containing sounds &amp; spellings covered.</p> <p>Be able to distinguish between listed homophones for reading and spelling.</p> <p>Use plausible spellings in less frequently encountered words.</p> <p>Use existing code knowledge to plausibly spell less frequently encountered/ polysyllabic words.</p> <p>Be able to spell the NC statutory words.</p>	<p>Become increasingly accurate in spelling commonly used words.</p> <p>Be able to distinguish between listed homophones for reading and spelling.</p> <p>Use plausible spellings in less frequently encountered/polysyllabic words.</p> <p>Be able to spell the NC statutory words.</p> <p>Be able to apply a number of suffixing patterns e.g. '-ed' '-ing'.</p>

# Outcomes Y4 to Y6

**At the end of Year 4  
children can**

**At the end of Year 5  
children can**

**At the end of Year 6  
children can**

Pupils' blending and segmenting skills continue to be developed as they use their decoding and encoding skills to write words of increasing length and complexity.

Pupils will continue to develop and use strategies for learning how to spell unknown words.

# Outcomes Y4 to Y6 - continued

At the end of Year 4 children can	At the end of Year 5 children can	At the end of Year 6 children can
<p>As before, plus: Recognise a range of simple morphemes in words.</p> <p>Become increasingly accurate in spelling commonly used words. Distinguish between listed homophones for reading and spelling. Use plausible spellings in less frequently encountered words. Spell the NC statutory words. Apply a number of suffixing patterns e.g. adding vowel suffixes to words ending in 'y'. Recognise and spell a range of Latin/Greek derived suffixes, such as '-tion'. Know the meaning of, and spell, a range of prefixes e.g 'super', 'mis'</p>	<p><i>Y 5-6 currently follow the same spelling document, with the understanding that they will cover the essential material twice. Class teachers will choose/supplement the focus words based on pupils needs and demands of the curriculum.</i></p> <p>As before, plus: Continue to develop an understanding of morphology and learn the meanings of some non-English roots (etymology).</p> <p>Become increasingly accurate in spelling commonly used words. Distinguish between listed homophones for reading and spelling. Use plausible spellings in less frequently encountered words. Spell the NC statutory words by the end of Year 6. Develop recognition, and accurate spelling of, a wider range of suffixes.</p>	