

Spelling Policy



September 2024

To be reviewed 2026 or as required

Rationale

We firmly believe that good spelling is an essential skill which allows children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies through the knowledge and basic skills to do so. We particularly want children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

Aims

By adopting a consistent approach to the teaching of spelling we aim to develop confidence and accuracy when spelling across the curriculum through

- Teaching children to use a range of effective spelling strategies
- Ensuring the use of ambitious vocabulary in writing
- Providing consistent opportunities for children to write independently
- Enhancing proof reading and editing skills
- Encouraging the identification of patterns in words and spellings
- Promoting a positive and confident attitude towards spelling
- Help children to use a range of self-review, dictionaries and spell checks effectively
- Providing equal opportunities for all pupils to achieve success in spelling

Implementation

Reception and Year 1 (see phonics policy)

Phonic knowledge underpins spelling throughout Reception and Year 1. A focus on the auditory recognition, visual recognition, blending (reading) and then segmenting (writing) of separate sounds (phonemes) in words. Through this systematic teaching of spelling, children learn that letters are used to represent different sounds, that each sound can be represented by one or more letters, that sounds may be written in more than one way and that some letters may represent more than one sound. Nonsense words are included to support pupils in developing both blending and segmenting. Teachers should draw pupils' attention to GPCs that do and do not fit in with what has been taught so far.

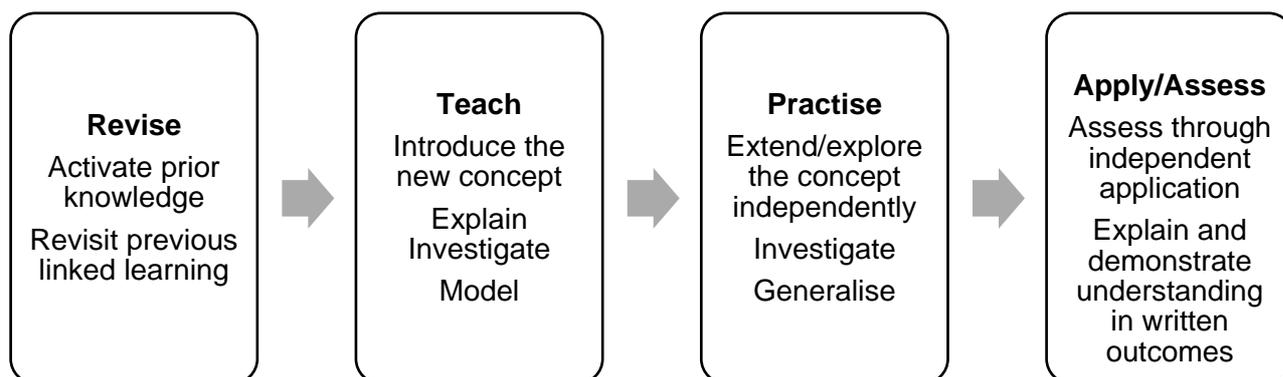
Year 2 (see phonics policy)

In Year 2, the children participate in phonics lessons (phase 6) three times a week. The children are taught the age related spelling content. The provided scheme of work provides a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling. Spellings are set as homework, a handwriting link lesson should be embedded and a spelling test completed on a Friday.

Year 3 to Year 6

The children are taught spelling using the identified spelling patterns in the scheme of work. A ten-minute teaching session as part of a spelling / grammar literacy starter should take place weekly, spellings are set as homework, a handwriting link lesson and a spelling test are completed on a Friday.

A typical learning sequence is as follows:



Strategies for learning spelling

The particular focus for teaching spelling is identified and is followed by suggested teaching strategies. The following can be used to support the children's spelling across school and at home.

- Look, say, cover, write, check
- Identifying syllables in words in order to break words into smaller parts
- Identifying base words e.g. smile- smiling- smiled
- Analogy - using words already known to help spell new words e.g. could, would, should.
- Mnemonics - making up sentences to help remember the spelling of a word.
- Finding words within words
- Making links between the origin of words and their spelling (etymology)
- Using word banks and dictionaries
- Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling

Key words

In line with the 2014 National Curriculum, it is expected that by the end of Key Stage 1 the children should be able to read and spell the first 300 high frequency words. All children are encouraged to check their own work and identify words spelt incorrectly. The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught

within the four years of key stage 2 alongside other words that teachers consider appropriate. These are placed within the KS2 spelling scheme.

Handwriting and Spelling

Links between handwriting, phonics and spelling are essential and impact effective writing composition. The regular practise of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By practising writing whole words and linking their handwriting to patterns learnt, children will develop a good motor memory which will aid independent writing and spelling.

SEND

Some children will continue to find spelling strategies difficult to use effectively and will need additional support beyond differentiated classroom activities. Teaching Assistants may lead additional transcription intervention involving small groups or with individuals. Class teachers will liaise with the SENCO when considering the specific needs of key children.

Assessment

In Key Stage 1 and Key Stage 2 weekly spellings will be sent home to learn and will be checked each week in class through a spelling test. Teachers will keep a written record of spelling scores. Teachers will feed back to the children through regular written or verbal comments and individual targets may be given when appropriate.

When marking work, spelling of non-negotiable words (statutory words, common exception words) will be highlighted. When responding to feedback, children will find the correct spelling and practise this. Any common mistakes are addressed and picked up in the next lesson either whole class, in small groups or individually.

Classroom Environment

Each classroom will have current spellings clearly displayed and age appropriate key words to help the children when they are finding a word difficult to spell.

Links to other policies

Feedback Policy

Assessment Policy

Teaching and Learning Policy

Phonics Policy