

## St Chad's Patchway CE VC Primary School

### Spelling policy

*"Learning to love, loving to learn."*

#### Why teach spelling?

To be able to spell correctly is an essential life skill. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We want our pupils to become fluent and effective writers; accurate spelling is a means to that end.

The aims of this policy are:

- To provide the children with the ability to record work coherently.
- To teach spelling systematically throughout the school.
- To teach the word element of the National Curriculum 2014, meeting core standards, by focusing on phonological awareness, graphic knowledge, word recognition and spelling pattern knowledge.
- To equip children with strategies to tackle the spelling and definition of unknown words independently, avoiding dependence upon the adults to problem solve for them.
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

#### When do we teach spelling/phonics?

Experience has confirmed that short, focused sessions are more enjoyable and effective than an occasional skills session therefore spelling will be taught for 20 minutes daily in KS1 and KS2. For the management of children working at different levels it is important that the whole school undertakes this at the same time. For 2015-16 this will be 10am – 10.20am, which will be reviewed at the end of the academic year.

|                 |                |                    |                 |              |  |                 |             |                 |
|-----------------|----------------|--------------------|-----------------|--------------|--|-----------------|-------------|-----------------|
| 9.00 – 10.00    | 10 – 10.20     | 10.20 – 11.00      | 11.00 – 12.00   | 12.00 – 1.00 | 1.00 – 1.20  | 1.20 – 2.15     | 2.15 – 2.30 | 2.30 – 3.30     |
| English / Maths | SPaG / Phonics | Assembly and Break | English / Maths | Lunch        | Guided reading for KS1 / Guided reading and other for KS2* | Non-core lesson | Break       | Non-core lesson |

*\*NB: All children in KS2 need to guided read once every two weeks. At other times this slot can be used to practise focused skills, such as times tables, comprehension activities, red and orange spelling words etc.*

Spelling strategies need to be taught explicitly at these times and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught explicitly during English sessions and reinforced through the wider curriculum.

## **How do we teach spelling/phonics?**

In EYFS and Year 1, much of the teaching of spelling is delivered through 20 minute daily sessions following the Letters and Sounds phonics programme, with the support of the LCP planning scheme. This is consolidated in the first half term of Year 2 and for longer for those children not yet secure in phase 5 phonics. In KS2 we follow the teaching sequence of revisit, teach, practice, and revise/review. Whilst the objectives we follow come from the 2014 National Curriculum, this structure and activities we use are taken from RWI Spelling Scheme. In KS2 class teachers also expose children to spellings, as detailed in the 2014 National Curriculum, which do not follow a pattern or rule. These mandatory spelling lists are referred to as 'orange words' and are taught explicitly through the RWI Spelling Scheme. In addition, these 'orange words' have been broken down into cross-curricular word sets to enable contextual revision (see appendix).

## **How do we organise phonics?**

Year One and Two children stream into 5 focused phonics groups each day so that they can be taught specifically to their individual needs. Phonics is assessed and re-grouped every half term, with slow/stuck children monitored closely. After Christmas, more able children in Reception also stream into these groups. Children in Year Two and some Year Three children who are not yet secure at phase 5 may continue with phonics until their class teacher sees appropriate.

Please note, some children will need interventions in KS2 to continue to consolidate their phonic knowledge and skills. These interventions will follow the Project X Code phonics scheme and be run by trained TAs.

## **How do we assess and monitor spelling/phonics?**

In KS1 phonic knowledge is individually assessed every half term and groups are adjusted accordingly. Children's progress in phonics is tracked closely and children making slower progress than their peers are identified, with extra support given when necessary. To consolidate the children's learning weekly phonic activities, investigations or word lists are sent home for the children to complete, though they are not always expected to produce a written response to homework. At the beginning of a new unit in KS2, teachers assess

children's understanding of the words from the previous unit through a 'speed spell' exercise. In addition, short lists of words, which each individual child has selected for themselves as being words they find tricky, will be sent home to learn using taught strategies. A selection from the previously taught pattern will be tested at the beginning of each subsequent unit. Spelling will be formally assessed as part of the Year 6 Spelling, Punctuation and Grammar test and other year groups will complete a similar SPaG assessment at the end of every half term to monitor progress and inform future planning. Records of spelling achievements are kept by each class teacher and are used to support planning and target setting.

### **How do we teach spelling in everyday writing?**

To raise the profile of the importance of good spelling in any piece of written work completed by a child the teacher should, where appropriate, mark or correct spellings accordingly. As part of the child's next steps, following the teacher's marking, the child should look at these spelling improvements.

Children in KS1 and less able children in KS2 should have the words corrected fully by the teacher. It should be clear to the child how exactly to spell the word and their next steps might be to copy that word or sentence underneath the piece of work marked.

Children in KS2 or more able children in KS1 should have incorrect spellings underlined in pink pen. They should then attempt to spell the word correctly or use a dictionary to help.

It would be unnecessary and demoralising for children to have many spellings corrected in each piece of writing. Therefore there is a maximum of three spellings addressed in any given piece of work.

Within the English lesson, editing techniques are taught. The children are made aware that checking their work for spelling mistakes is one of the vital tools in the writer's toolkit. We believe that all children should have the ability to edit work independently, so that children do not become reliant upon teachers proof-reading their work and finding all the mistakes for them. The editing system is taught and referred to in lessons to ensure that the children have the necessary skills to do this.

Written by Helen Parsons September 2015

## Appendix

| <b>Year 3:</b>  |  |   |   |   |   |
|---|--|---|---|---|---|
| <b>Science</b>  | <b>Maths</b>   | <b>Language of learning</b>   | <b>PE</b>   | <b>Literacy language</b>  | <b>History &amp; Geography</b>  |
| breath(e)<br>experiment<br>heart<br>material<br>medicine<br>natural<br>pressure<br>separate | centre<br>century<br>certain<br>circle<br>eight/h<br>favourite<br>group<br>height<br>increase<br>length<br>minute<br>opposite<br>popular<br>position<br>possible<br>quarter<br>regular<br>straight<br>weight | answer<br>complete<br>consider<br>continue<br>decide<br>describe<br>difficult<br>guide<br>imagine<br>interest<br>knowledge<br>learn<br>purpose<br>remember<br>thought | bicycle<br>caught<br>exercise<br>forward(s)<br>strength<br>threw<br>through | address<br>answer<br>describe<br>grammar<br>library<br>possession<br>question<br>sentence | century<br>earth<br>famous<br>history<br>island<br>recent<br>reign<br>woman/women |
| <b>Year 4- Revise Y3, and:</b>  |  |   |   |   |   |
| <b>Time words</b>   | <b>Unstressed vowels</b>   | <b>Prefixes and Suffixes</b>  | <b>Connecting adverbials</b>  | <b>Hypothetical language</b>  | <b>Rare GPCs</b>  |
| calendar<br>early<br>minute<br>occasion(ally)<br>often<br>recent<br>regular                 | business<br>different<br>February<br>interest<br>ordinary<br>separate  | (dis)appear<br>accident(ally)<br>actual(ly)<br>experience<br>extreme<br>mention<br>special<br>various   | although<br>therefore<br>though   | perhaps<br>possible<br>probably<br>suppose  | guard<br>guide  |
| <b>Other</b>  |  |   |   |   |   |
| arrive<br>enough<br>heard<br>particular<br>potatoes   | believe<br>fruit<br>important<br>peculiar<br>promise   | build<br>naughty<br>strange   | busy<br>notice<br>surprise  |   |   |

| Year 5  |   |  |  |  |  |
|---|---|--|--|--|--|
| Science   | Maths   | Writing  | History & Geography  | Spoken language  | PE   |
| conscious<br>environment<br>equipment<br>equip(ped)<br>muscle<br>physical<br>shoulder<br>stomach<br>system<br>temperature | average<br>forty<br>symbol<br>twelfth   | according<br>attached<br>communicate<br>correspond<br>definite<br>dictionary<br>language<br>persuade<br>signature<br>sincere(ly) | ancient<br>community<br>environment<br>existence<br>foreign<br>government<br>lightning<br>occupy<br>occur<br>parliament<br>privilege<br>sacrifice<br>soldier<br>system | bargain<br>communicate<br>criticise<br>exaggerate<br>explanation<br>interrupt<br>language<br>persuade<br>pronunciation<br>recommend<br>relevant<br>suggest | competition<br>interfere   |
| <b>Other</b>  |   |  |  |  |  |
| accommodate<br>convenience<br>hindrance<br>programme  | category<br>embarrass<br>identity<br>recognise  | conscience<br>especially<br>nuisance<br>variety  | controversy<br>frequently<br>prejudice   | harass   |  |
| Year 6- Revise Year 5 and:  |   |  |  |  |  |
| Occupations   | Unstressed vowels   | Music  | Language of learning   | Rare GPCs  | Adjectives   |
| amateur<br>committee<br>leisure<br>neighbour<br>profession<br>secretary<br>soldier  | cemetery<br>definite<br>desperate<br>individual<br>restaurant<br>temperature<br>vegetable | accompany<br>appreciate<br>rhyme<br>rhythm   | achieve<br>curiosity<br>determined<br>develop<br>excellent<br>individual<br>opportunity<br>thorough  | bruise<br>guarantee<br>immediate(ly)<br>queue<br>vehicle<br>yacht  | aggressive<br>apparent<br>available<br>awkward<br>disastrous<br>familiar<br>marvellous<br>mischievous<br>necessary<br>sufficient |