

## **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. This is 10am – 10.20am.

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 who did not pass the Year 1 phonics screening. In KS2 the objectives we follow come from the 2014 National Curriculum, the 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 1 and those Year 2 children who did not pass the phonics screening stream into 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, those children who are making slower than average progress are monitored closely.

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

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

In Year 1 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 from Year 2 onwards, 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 (SPaG) and other year groups will complete a spelling assessment at the end of every half term to monitor progress and inform future planning. Pupils' development in grammar is monitored as part of a teacher's ongoing (formative) assessments. 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. This does not mean that every spelling error is highlighted to the child, it will be based on the focus of the lesson and the individual learning needs of the child.

## **Editing**

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.

Spelling is now a huge part of the assessment foci for writing in Year 2 and Year 6 and greatly effects the grade children can achieve. Spelling is regularly addressed through teaching and next steps marking. However, spelling next steps are not proficient alone, especially in KS2. Children have an 'improvement' next step alongside if spellings are being targeted.

Children are allowed to use a dictionary for their spellings, without it affecting their 'grade'.

### The progression of spelling editing:

1. Copying words rewritten by the teacher
2. Looking up words underlined by the teacher in pink
3. Looking for misspelled words on a line that has been indicated by the teacher (using pink)
4. Looking for misspelled words in a paragraph that has been indicated by the teacher (e.g. four words in this paragraph are misspelled, please edit)
5. The child putting red dots under any words they feel they have misspelt to look up in a dictionary.

This is the progression used in every class and where on the progression the child is, depends on their needs.

Written by Helen Ives November 2018

## 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) experiment heart material medicine natural pressure separate	centre century certain circle eight/h favourite group height increase length minute opposite popular position possible quarter regular straight weight	answer complete consider continue decide describe difficult guide imagine interest knowledge learn purpose remember thought	bicycle caught exercise forward(s) strength threw through	address answer describe grammar library possession question sentence	century earth famous history island recent reign 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 early minute occasion(ally) often recent regular	business different February interest ordinary separate	(dis)appear accident(ally) actual(ly) experience extreme mention special various	although therefore though	perhaps possible probably suppose	guard guide
<b>Other</b>					
arrive enough heard particular potatoes	believe fruit important peculiar promise	build  naughty  strange	busy  notice  surprise		

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