

Eastfield Primary School



Spelling Policy Contents

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Spelling is an essential part of writing. At Eastfield we teach the knowledge and skills needed to spell accurately. Children who are able to spell with accuracy gain confidence with their writing overall. We strive to equip pupils with a range of strategies for learning spelling, allowing them to apply these strategies in their independent writing. Spelling rules and patterns - in line with the national curriculum - are taught and explored across the school. Pupils are regularly tested on appropriate spelling words – these of course include the statutory word lists.

When spelling, our pupils:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve
- Are encouraged to be imaginative, creative and challenge themselves

Assessment

The assessment of spelling is in line with the school's Assessment Policy. At Eastfield, our assessment is mainly through assessment in context. For example:

- Spellings in a seen and practiced word (Little Wandle spellings);
- Spellings in an unseen, dictated sentence;
- Spellings in independent writing;
- Results of weekly spelling tests.

Our assessment in spelling is in line with the guidance outlined in the National Curriculum English Appendix 1: Spelling.

Teaching and Learning

EYFS

In the Early Years, spelling is taught alongside the learning of graphemes and diagraphs using the Little Wandle SSP programme. Children initially master spelling their names before moving on to applying the sounds they have learnt in their own independent writing. E.g. map, cat, etc. Emphasis is always placed on children 'having a go' at applying the sounds that they have learnt rather than achieving the correct spelling.

There is also a great focus on children learning how to spell high frequency irregular words. These words are known as 'tricky words' E.g. the, is, I.

Spelling activities are planned for both in focus literacy activities, during Little Wandle phonics sessions and as part of the continuous provision of the learning space. These might include:

- Exploring rhyme
- Making words out of magnetic letters
- Making words out of playdough
- Matching words to pictures

KS1

Year 1

In KS1, the foundations of the Early Years, are built upon as pupils continue to apply their phonic knowledge to the spelling of words. This is done through the direct teaching of spellings in Little Wandle SSP lessons, following a scheme that builds on pupils' knowledge of phonics and 'tricky words' previously taught. Spelling is also taught within daily writing lessons that give pupils the opportunity to segment to spell regularly. Marking is used in writing books to help pupils begin to edit their work to spell more accurately. Pupils will spell in a phonetically decodable way but will still be targeted to use more advanced phonic sounds if these have been taught, e.g. p-r-ow-d becoming p-r-ou-d.

Pupils in year 1 are taught the statutory spellings for the year group within the SSP programme which are included alongside the phonic phases.

Year 2

Pupils in year 2, after completing the Little Wandle SSP programme, learn spellings as detailed in the long-term plan/ progression document. Years 2 to 6 follow a spelling long term plan which sets out which spelling rules are taught by which year group, organised week-by-week and is aligned to the National Curriculum. Pupils are given a set of spellings as part of their weekly homework. Pupils are tested on these words on a weekly basis. Pupils in year 2 will be given a spelling journal to apply learnt spellings through a range of activities. Pupils will record spelling tests at the back of the book.

Any pupils identified as requiring further support in their phonetic understanding in KS1, benefit from same day catch-up or individual and small group phonics interventions. Through marking pupils' work, teachers flag-up any appropriate incorrect spellings. The emphasis is placed on highlighting any common exception words in the first instance.

A range of teaching strategies are used such as 'Look, say, cover, write, check'; segmentation strategy; memorable sentences; mnemonics and sight recognition. When teaching spelling, the lesson comprises of a 20-minute lesson 3 times a week which follows the sequence: teach, practise and apply.

Key Stage 2

The teaching of spelling in key stage 2 follows the No-Nonsense spelling programme. This includes the spelling of statutory words for each year group as well as all KS2 spelling rules.

Each class has weekly spelling assessments of words informed by the No Nonsense spelling scheme and the statutory word lists. Word lists are sent home as part of weekly homework. Spellings may be words which follow the rule taught in class, exception words, or words from the statutory lists. Following teaching of the spelling pattern in class, pupils are tested at the end of the week on words which require the child to apply the rule learned. This of course also includes 'exception to the rule' words.

Through marking pupils' work throughout the curriculum, teachers identify pertinent incorrect spellings. The emphasis is placed on highlighting any high frequency words in the first instance. Inaccurate spelling of age-appropriate words are then identified in line with the national curriculum. Pupils then write the word out correctly three times.

Weekly spelling lessons take place from Y3 – 6. These follow the spelling rules and expectations as set out in the National Curriculum English Appendix 1: Spelling.

A range of teaching strategies are used in our spelling sessions, including: 'Look, say, cover, write, check'; segmentation strategy; memorable sentences; mnemonics; sight recognition, waterfall words etc.

Where appropriate, dictionaries are used within KS2 lessons to investigate word meaning, origins and to clarify tricky spellings.

Word banks and vocabulary lists are used across the curriculum to support children to use adventurous and technical vocabulary in their writing.

Equal Opportunities

All children have equal opportunities to reach their full potential in spelling, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

Inclusion

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage.

Class teachers will differentiate the spelling curriculum to ensure those pupils are able to progress, succeed and close gaps in their spelling knowledge and skills. If a pupil needs additional support in spelling, the following strategies may be used, with the direction from either the SENDCo or Class Teacher:

- Adult support;
- Small group spelling work;
- Differentiated spelling lists.

The role of the Writing lead is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into the schemes of work.

Parents

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practice at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling.

Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.