



SPELLING POLICY

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Spelling Policy

Introduction

This policy outlines what we are aiming to achieve in respect of pupils' development in spelling. It also describes our agreed approach to the planning, delivery and assessment of spelling within the English curriculum.

It provides information and guidance for teachers, governors and other interested persons. This policy needs to be read alongside other academy policies, including:

- English policy
- Marking, feedback and presentation policy
- Handwriting policy
- Handwriting progression document
- Homework policy
- Early Years Foundation Stage policy
- Special Needs policy
- Assessment policy

This policy also should be read alongside the National Curriculum and other documents from the Standards and testing Agency.

Our English Curriculum overview, medium and short term planning can help support this policy, as will these relevant schemes of work:

- Phonics
- Grammar and Punctuation
- Spelling

Our aims

- To guide each child towards becoming an effective speller
- To encourage children to see learning to spell as an integral part of the developmental process of learning to write
- To encourage accurate use of spelling in all curriculum areas
- To encourage children to recognise spelling patterns and apply them in their writing
- To encourage an interest in words and their origins
- To encourage children to explore words and vocabulary
- To be able to apply spelling strategies
- To encourage independence and self-evaluation as part of their spelling development

Objectives

- Children recognise phoneme-grapheme correspondence appropriate to their age and ability
- Children can blend and segment phonemes in order to support their reading or writing
- Children can apply spelling strategies in order to read/decode fluently and spell accurately at an age appropriate level
- Children are confident and increasingly accurate spellers
- Children select and use phonics skills as one of a range of reading skills in order to read fluently and with understanding at an age appropriate level

Provision EYFS and Key Stage 1

We follow the 'First Class Phonics' scheme of work for our teaching of phonics in both Early Years and Key Stage 1. In Reception and Year 1, spelling is very closely linked with phonics and handwriting.

In Year 2, children will learn that the way a word is said is not always connected with how it is spelt. From this point on, children will follow the pathway set out in the 'CGP spelling books' and this has been closely linked to core texts and topics.

Teaching will cover different ways of spelling the same sound, silent letters and groups of letters so that pupils move towards a more word-specific knowledge of spelling. Again, close links are made between spelling and handwriting (see handwriting progression document and policy).

Planning identifies opportunities to teach spelling patterns, high frequency and statutory words in context, alongside core texts and topics.

Personalised 'High Five' flip up cards are used in children's books to support the spelling of high frequency and common exception words. Once children are able to show that they can spell words from their list accurately in independent writing, they will be given new words which are drawn from frequent errors in their writing.

In Reception and Year 1, children complete a weekly CGP phonics homework task to reinforce their phonics learning. In Year 2, children complete a CGP spelling homework task to reinforce spelling rules and patterns studied in class.

Key Stage 2

When children have acquired a good understanding of phonological awareness to build up words successfully, they then need to learn which spelling is correct in the context of their own writing.

In Key Stage 2, children are supported in discovering new spelling rules, patterns and the morphology of words. The opportunity for children to apply their knowledge in the context of their own writing is carefully planned for in English lessons.

Links are still clearly made between handwriting and spelling (see handwriting progression document and policy).

Personalised 'High Five' flip up cards are still used in children's books to help support spelling of high frequency and common exception words.

At home, children complete a CGP spelling task to reinforce spelling rules and patterns studied in class.

Planning and Assessment Planning

- Weekly spelling lessons are planned for within English lessons.
- Medium and short term planning is completed on Teacher's Pal and monitored regularly
- Our teaching of phonics and spelling ensures developmental learning, building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be grouped according to their individual stage of development for some sessions/ types of homework/ support
- Pupils entitled to Pupil Premium funding may be given additional support in their development in spelling as part of English interventions
- Pupils with EAL may also be given additional English support, including the development of spelling

Assessment

- Staff assess pupils' learning during and as part of every session; they adapt their practice accordingly
- Marking and feedback has a strong focus on developing children's transcription skills (See Marking, feedback and Presentation Policy)
- 'Fix it' Codes are regularly used to challenge transcription errors, including spelling, and children are expected to respond to these; correcting common errors
- NFER tests are used to formally assess children's progress in spelling; progress is tracked and discussed during Pupil Progress Meeting with appropriate actions being identified.
- Children's progress in writing is formally assessed termly; this is tracked and discussed during Pupil Progress Meetings with appropriate actions being identified
- Spelling forms part of both internal and external moderation of writing

Specific groups

- Analysis of children's spelling progress is carried out termly during pupil progress meetings; pupils who are identified as making little or no progress are discussed and appropriate interventions put in place
- Pupils entitled to Pupil Premium funding may be given additional support in their development in spelling as part of English interventions
- Pupils with EAL may also be given additional English support, including the development of spelling

Special Educational Needs

Pupils with SEND who have English or spelling based targets on their IEP may be provided with additional support or intervention, as appropriate. This is reviewed termly.

Higher Attaining Pupils

The learning of higher attaining pupils in English will be enhanced through differentiated work. This may occur through extension activities, for example, investigating exceptions and applying these within relevant contexts.

Resources

We use a range of high quality resources throughout academy to enhance and support the teaching of spelling. These include:

- Alphabet friezes with lower case and capital letters to support all children when using a dictionary
- Subject specific vocabulary available in classrooms, topic vocabulary, technical terms and mathematical language
- Common exception words, high frequency words, NC statutory word lists and GPC mats available around classrooms to scaffold children's learning
- Use of 'have a go' books to encourage children to have a go at spelling unfamiliar words
- Use of personalised 'High Five' flip up cards for all pupils in Key Stages 1 and 2
- Stimulating and engaging displays and working walls with spelling foci
- Good quality dictionaries and thesauri available
- Interactive spelling games and Apps available for children to use