



St Mary's CE Primary School Spelling Policy

April 2017

Introduction

At St Mary's Church of England Primary School we firmly believe that good spelling is an essential skill which allows the 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. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

Aim(s):

- Develop and teach the children to use a range of effective spelling strategies
 - Encourage creativity and the use of more ambitious vocabulary in their writing
 - Enable children to write independently
 - Enhance proof reading and editing skills
 - Encourage children to identify patterns in words and spellings
 - Promote a positive and confident attitude towards spelling
 - Help children to use a range of dictionaries and spell checks effectively
 - Provide equal opportunities for all pupils to achieve success in spelling
 - Guide each child towards becoming an effective speller
-

This policy supports our school aim of raising standards across the school in English.

Teaching and Learning

Spelling is taught as part of a planned programme, following the requirements of the new National Curriculum 2014. In addition, handwriting lessons and shared and guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies.

Foundation Stage and Key Stage 1

Use of high quality phonic programme

High quality phonic work is taught systematically from Reception to Year 2. 'Letters and Sounds' will be used. A discrete period of 20 minutes will take place daily within Key Stage 1.

Children will be taught:

- the grapheme-phoneme correspondence in a clearly defined sequence
- the skill of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes

High Frequency Words

Throughout each phase the tricky high frequency words will be taught. Each teacher uses a variety of methods to ensure the correct spelling of the high frequency words appropriate to each phase plus topic specific vocabulary. Teachers should recognise worthy attempts made by children to spell words but should also correct them selectively and sensitively.

Key Stage 2

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum. Where appropriate these are supported by *No Nonsense Spelling (Babcock)*. A spelling lesson is given each week, followed by 2 to 3 short practise sessions so that children have the opportunity to embed new spellings. This will include the learning of the statutory word lists in the 2014 English curriculum, lists given each week. Where necessary, some pupils will consolidate their phonic knowledge and skills from Key Stage 1.

Planning

Teachers in KS1 mainly use the 'Letters and Sounds' planning available through the website www.phonicsplay.co.uk. 'Activ Learn' and 'Phonics Bug' website may also be used as a planning tool.

As well as other resources, KS2 staff mainly use Babcock's 'No Nonsense Spelling' that has daily lesson plans available.

Planning across the whole school is to follow the sequence of **Teach, Practise, and Apply/Assess**. Individual programmes for teaching and support are drawn up as appropriate by the class teacher.

Homework

KS1 spellings are based upon the phonic sounds the children have learned from the previous week. This is to consolidate the learning from the previous phonic lessons and to check they are applying their phonic knowledge. Year 2 children are asked to complete spelling sentences at home on a weekly basis.

KS2 spellings include words from the statutory spellings lists and spelling patterns set out in the National Curriculum. Children receive a weekly spelling list on a Monday. This is placed in their homework diary to enable consolidation at home. A test is given weekly.

Resources

To enable all children to develop the range of strategies taught, classrooms will be well equipped to support the different activities and learning styles. Resources may include: No Nonsense Spelling activities, whiteboard and pens, ICT spelling games, magnetic letters, word banks (including cross curricular words as well as high frequency words), word cards, thesaurus, dictionaries, picture dictionaries, wall charts, Letters and Sounds framework, playdough and kinaesthetic learning opportunities.

Assessment

Children are assessed at the end of each phase before moving onto the next phase. Spelling tests are used throughout the school. Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching.

When marking, teachers do not correct beyond what has been taught about spelling. Once a child is secure in their spelling of a word, it is expected that it is spelt correctly in their written work. Selected spelling mistakes at KS2 are written out three times using their purple correction pen. Spelling assessments are administered across school on a termly basis in addition to regular spellings tests. As part of the end of Key Stage 2 testing, the children in Year 6 will undertake the Spelling, Punctuation and Grammar test.

Monitoring and Evaluation

Teaching staff monitor their pupils through observation, teacher assessment, marked work and testing. The subject leader will review the spelling policy in line with any National Curriculum developments.

Inclusion

It is part of the school curriculum policy to provide a broad and balanced education to all children. Equality of opportunities is always observed with positive attitudes to spelling development being irrespective of disability, gender, race, ethnic origin, culture, language or religion.

Elizabeth Falshaw 2017

Next review date 2020

Appendices – Please contact school if you require copies of these

Overview of Phases 1-6

Phase One supports the development of speaking and listening.

Phase Two marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught either writing the letters or using magnetic letters to encode words.

Phase Three completes the teaching of the alphabet and then moves on to sounds represented by more than one letter, learning one representation for each of the 42 phonemes. Just one spelling is given at this stage for each phoneme.

Phase Four children start to read and spell words containing adjacent consonants. No new phonemes at this phase.

Phase Five looks at the alternative spellings for some phonemes.

Phase Six overlaps with the material within Support for Spelling. Word specific spellings e.g. see/sea. Spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual GPC's, e.g. laughs, two.

100 High Frequency Word List

200 High Frequency Word List

Year 1 and 2 Common Exception Words

Year 2 Common Exception Words

Year 3/4 and Year 5/6 Statutory Word Lists

No Nonsense Spelling Overview