

# Spelling Policy



## Aims of Spelling Teaching at Pitton CofE (VA) Primary School

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. 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 imaginative, creative and challenge themselves

## Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

## Governing Body

Regular reports on the progress of our English curriculum are made to the Governing Body via the English Curriculum Link Governor and through the English Curriculum policy. This policy is reviewed every two years.

## Approaches to spelling

### EYFS and Year 1

In EYFS and Year 1 and our pupils follow a high-quality, systematic programme of phonics teaching following the Little Wandle for Letters and Sounds teaching programme. Our

phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all our pupils to apply their phonic knowledge when spelling.

By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention using the Little Wandle ‘keep up’ planning and teaching. This is sometimes organised in groups but for those significantly behind, on a 1-to-1 basis. From Year 2 onwards, pupils are taught the age-related spelling content. The National Curriculum spelling objectives for Year 2 work in line with Phase 6 of Letters and Sounds. Advice from LW states that:

‘We have integrated Phase 6 throughout much of the programme as children need to be able to read words in the past and progressive tenses and with the suffixes in Phase 6 so that they can read fully decodable books that have a normal syntax and are not constrained by a restriction on verb tenses. For this reason, we have included many suffixes in Phase 6 in the programme so children have been taught to read the words before they meet them in the books.

As reading and spelling are reversible processes, and because we teach spelling alongside reading, children will learn to spell words with these suffixes too. However, we know that spelling is harder than reading and so we would expect schools to continue teaching spelling by applying the alphabetic code and rules about suffixes in Year 2 as detailed in the National Curriculum.’

Once pupils have been signed off through the LW assessments, we follow the scheme set out in The Spelling Book (Jane Considine). An overview of the typical timetable can be seen below:

#### Organising the Timetable

##### Two week Cycle

##### The Spelling Book Teaching Cycle Plan – 50 minutes per week

	Week 1 – 1x 50 mins Investigation and Go Grapheme Grafters		Week 1 – 5 x 10 min Fast Tasks
<b>Monday</b>	Choose appropriate time in timetable  30 mins: Long Investigation  20 mins: Go Grapheme Grafters	<b>Monday</b>	10 mins daily
<b>Tuesday</b>		<b>Tuesday</b>	10 mins daily
<b>Wednesday</b>		<b>Wednesday</b>	10 mins daily
<b>Thursday</b>		<b>Thursday</b>	10 mins daily
<b>Friday</b>		<b>Friday</b>	10 mins daily
<b>Overall time across the week</b>	50 minutes total time	<b>Overall time across the week</b>	50 minutes total time

Some adaptations are necessary to the long investigation in some classes to fit the timetable but this does not lose any integrity in the teaching and learning of the investigation. In fact, breaking the 30-minute investigation into 3x15 minutes sessions allows for more time to embed the learning. Staff are trained in the use of the scheme via remote learning opportunities and team teaching.

The Spelling book covers the Year 2 statutory requirements from the National Curriculum for spelling with the revision of phase 6 integrated throughout and this continues into Year 3.

**See appendix for guidance on how we are adapted The Spelling Book so that it is in line with our SSP.**

## **Strategies for Learning Spellings**

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Drawing around the word to show the shape
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables

## **Approaches to Teaching Spelling**

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. We promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

## **Dictionaries**

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Collins English Dictionary. This ensure that our pupils make progress in their dictionary skills from EYFS through to Year 6 and beyond.

EYFS and Year 1 - Collins First Dictionary

Year 2 - Collins Junior Illustrated Dictionary

Year 3 and Year 4- Collins Primary Dictionary

Year 5 and Year 6 - Collins School Dictionary

## **Applying the Learning**

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go'
- Dictionaries

## **Marking and Feedback**

In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings of high frequency words are identified. When returning to look at feedback, our pupils are asked to practise each correct spelling

three times. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

## **Assessment**

The assessment of spelling is in line with the school's Assessment Policy.

At Pitton CofE (VA) Primary School, our assessment is mainly through assessment in context. For example:

Spellings in an unseen, dictated sentence

Spellings in independent writing

Evidence in Spelling Tests

In addition, we use termly, and end-of-year tests, published by Rising Stars to support our teacher assessments in Grammar, Punctuation and Spelling.

## **Inclusion**

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

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. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up.

Rigorous, ongoing assessment for learning ensures that teaching and learning activities are aimed at the point at which these pupils can develop their understanding and skills

Our assessments enable us to quickly identify individuals or groups of pupils who are falling below age-related expectations. Steps are immediately identified to improve the attainment and progress of these pupils.

## **Parental Involvement**

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 practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our parent consultations, website and through parental workshops.

In order to ensure success and enable deeper learning, we give our pupils no more than five words per week to learn at home. We encourage our pupils to spend some time every day learning these spellings. Spelling homework should reflect the strategies being used in the classroom.

Regular communication with parents, especially in relation to spelling is essential. In addition to our procedures for termly reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child

from school to home each day. 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.

The parent's role in supporting their child's progress in spelling is a key focus of our annual EYFS and class parent consultation meetings. Additionally, over a period of time, we deliver parental information workshops on the subjects of reading, phonics and Grammar, Punctuation and Spelling (GPS).

## **Role of the Subject Leader**

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations - analysis of data, both internally tracked and nationally published - auditing, evaluating and monitoring CPD and its impact - purchasing resources, ensuring effective use of the available budget - supporting colleagues and identifying CPD - keeping up to date with curriculum developments.

### **SPELLING**

**Reviewed:** 2 years

**Reviewed by:** English Lead, Curriculum Committee

**Ratified:**

**Next Review Due:**

**Filed:** PITTON POLICIES/non statutory/curriculum

