

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:

- Reading policy
- Marking, feedback and presentation policy
- Handwriting policy
- Homework policy
- SEND 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
- Children can apply common spelling rules (and exceptions) to their writing.

There are four clearly defined methods for teaching spelling At St Bede's

1. Whole word instruction, but not supplying a spelling list that is tested weekly
2. Phonemic spelling instruction, linking sounds to individual or cluster of letters
3. Morphic spelling instruction using meaningful units of language e.g. Prefixes, suffixes, roots
4. Spelling rules, providing clear and explicit instructions
5. Occasional use of mnemonics (for the few words that this techniques works)

What does the teaching of spelling look like in EYFS?

Handwriting can be completed before linked to a sound. The children should be reminded of the sound before they start the session and be encouraged to say the sound as they are writing it.

The teachers should do spot checks to test that children know their sounds. (Five minutes at end /start of day /lining up/leaving the room).

What does the teaching of spelling look like in KS1

Each week a new spelling should be taught by the class teachers. Spelling should be taught either 3 x 15 minute sessions or 2 x 20min sessions each week.

Spelling rules and patterns should be taught explicitly. Twinkl spelling scheme should be followed.

High frequency key words should be learnt alongside spelling word lists. Teachers should follow a structured teaching sequence and children learn spellings in school and at home using multi-sensory strategies

Evidence of spelling should be seen at least once a week in books.

Handwriting can be completed before 9.30am linked to a spelling rule. The children should be reminded of the rule before they start the session.

The teachers should do spot checks to test that children know their spellings. (Five minutes at end /start of day /lining up/leaving the room).

Teachers should though track those children who are not learning their spellings regularly. When teachers know that children are not learning their spellings at home this should be shared with parents and time may be needed during the school day for these children to learn their spellings.

What does the teaching of spelling look like in KS2

Each week a new spelling should be taught by the class teachers. Spelling should be taught either 3 x 15 minute sessions or 2 x 20min sessions each week.

Spelling rules and patterns should be taught explicitly. Twinkl spelling scheme should be followed.

High frequency key words should be learnt alongside spelling word lists. Teachers should follow a structured teaching sequence and children learn spellings in school and at home using multi-sensory strategies

Evidence of spelling should be seen at least once a week in books.

Handwriting can be completed before 9.30am linked to a spelling rule. The children should be reminded of the rule before they start the session.

The teachers should do spot checks to test that children know their spellings. (Five minutes at end /start of day /lining up/leaving the room).

Class lists of spellings should be updated weekly on Spelling shed. Spelling shed may be used in class or at home to practice spellings.

Teachers should though track those children who are not learning their spellings regularly. When teachers know that children are not learning their spellings at home this should be shared with parents and time may be needed during the school day for these children to learn their spellings

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 at least termly.

Children who are SEN may access the year group below spellings if teacher deems them more suitable.

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.

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

- All using the universal font adopted by school.
- 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 in all appropriate areas.

- **Use of 'have a go' books to encourage children to have a go at spelling unfamiliar**

Words

- RWI sounds chart displayed from year 1 to year 4.
- Identical sets of dictionaries/thesaurus in all of KS2.
- Identical sets of simpler dictionaries/thesauruses in KS1.
- Stimulating and engaging displays and working walls with spelling focus.
- Interactive spelling/vocabulary games and Apps available for children to use (Spelling Shed, Purple Mash, Reading Plus).
- Twinkl spelling scheme is the core programme but Twinkl resources should not be the only be used - a variety should be evident.
- A commercially produced spelling menu (indicating ways to learn spellings).
- Use of look, cover write check (when appropriate only).
- Regular use of mnemonics.
- Online Resources for teachers to access: TES, Spell zone, Twinkl, Rising Stars, BBC Bitesize BBC Teach, Lexonic resources. YouTube, Spelling shed, Oak National Academy,

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