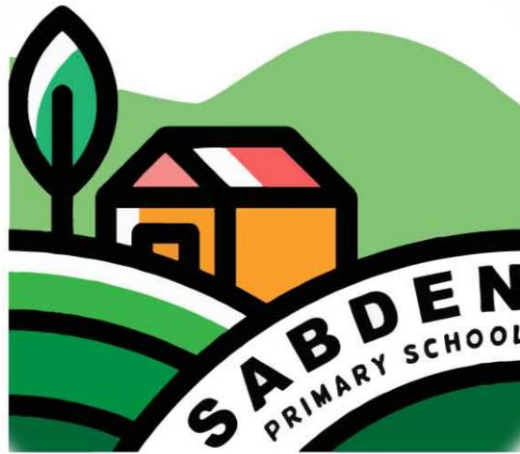


Sabden Primary School



Spelling Policy

July 2020

Contents

1. Curriculum statement
2. Teaching and learning
3. Assessment
4. Planning and resources
5. Organisation
6. EYFS
7. KS1 and KS2
8. Equal opportunities
9. Inclusion
10. Role of the subject leader
11. Parents

1. Curriculum Statement

Intent

At Sabden Primary School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our teachers enjoy exploring and investigating the patterns and contradictions of the English language and we encourage the children to take delight in what they discover.

Implementation

These aims are embedded across our curriculum, particularly the weekly English planning. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for spelling development. Further to this, children from reception and to Y2 develop a sound knowledge of spelling strategies as part of the phonics programme outlined in the phonics policy. Small groups and regular assessment, ensure that children progress through the programme at a rate appropriate to their level of understanding. Children who are identified as requiring further support in phonics knowledge in KS2, also benefit from participation in the programme.

Each class has weekly spelling assessments of key vocabulary informed by the national curriculum. Word lists are sent weekly and set on 'spelling shed', with guidance on a range of strategies shared with parents to support home help. The school's marking policy also places a strong emphasis on supporting the improvement of spelling, with an initial focus on medium – high frequency words and targeted spelling programmes are put into place for children who would benefit from additional support in this area.

Impact

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 acquire the knowledge and learn the skills to 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 encouraged to be imaginative, creative and challenge themselves

The success of the school's approaches to spelling is evidenced by high results in the phonics screening check at the end of year 1. Children also achieve high results during the standard assessment tests at the end of KS2, in which children's spelling is assessed. Outcomes of written work further evidence the children's confidence and accuracy in spelling across the school.

2. Teaching and Learning

In order for children to achieve a high standard of spelling they need to be explicitly taught the knowledge and skills needed. Weekly spelling lessons takes place from Y1 – 6 following the spelling rules and expectations set out in the National Curriculum English. Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules, including combining the teaching of spelling and handwriting. Our teaching of spelling includes knowledge of common exception words, high frequency words, statutory words and personal and topic spelling. A range of teaching strategies are used in our spelling sessions including:

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Memorable 'silly sentences'
- Clapping and counting sounds/syllables
- Mnemonics

At Sabden Primary School, we believe that children should not be inhibited or overly cautious in their approach to spelling as it can restrict their enjoyment and progress in other areas of writing. Therefore, while spelling corrections are included sensitively in the marking of work. These should primarily be high frequency words or technical words relating to the piece of writing.

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use age appropriate dictionaries from Y1 -6 which ensure that our pupils make progress in their dictionary skills as they progress through the school.

3. Assessment

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

- 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

4. Planning and Resources

At Sabden Primary School we use the National Curriculum English Appendix 1: Spelling as the basis of our spelling planning for Years 1 – 6. We also follow the progression sequence from Spelling Shed. For children following the phonics programme, they will also practice spellings related to phonics they have learnt during the week.

Spelling is also incorporated into phonics sessions for Reception – Y2. In these sessions children begin by spelling simple CVC words out before they go on to writing CVC words. As the children progress through the programme they are able to use the increasingly complex sounds they have learnt in their phonics lessons.

5. Organisation

From Y1 – 6 discrete spelling lessons take place once a week. These last for approximately 15 minutes and can be used to practise the words that children will continue to practise at home as part of their spelling homework. During spelling sessions, explicit spelling knowledge taught and skills are practised. These are reinforced during spelling assessments.

6. EYFS

In the Early Years, spelling is taught alongside the learning of graphemes and diagraphs. 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 such as the, so, are.

Spelling activities are planned for both in focussed activities 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 'tricky words'

7. KS1 and KS2

In KS1 and KS2 spelling is taught both through the weekly English scheme of work and through discrete spelling sessions. How and when to apply age-appropriate spelling rules is modelled by the class teacher during modelled and shared writing. Spelling progression is outlined in the Spelling Shed programme of study.

Word banks are used across the curriculum to support children to use adventurous and technical vocabulary in their writing. Children also have access to spelling support displays in their classroom. These could include high frequency words, irregular words and wider curriculum words.

Children in Key Stage Two also keep a personal vocabulary log within their reading journals, where they record new and adventurous vocabulary that they can refer to at any point.

8. 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.

9. 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.

Children with EAL

Children with EAL are encouraged to make the same outstanding progress in spelling as their peers. To support their understanding spelling should be consistently modelled by the class teacher and pictorial aids used wherever possible. New and unfamiliar spelling words should always be taught in context and examples of how they fit into a sentence given.

Children with SEND

Where pupils have fallen behind their peers and cannot access age-related content, 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;

- Additional Spelling homework
- Small group spelling work
- Differentiated spelling lists
- Bounce back phonics

Gifted and talented

Children with advanced skills in spelling will be supported and given opportunities to deepen their spelling knowledge and skills. We will also be establishing our new termly 'spelling bee' in the 2020-2021 academic year, to promote a higher level of spelling accuracy.

10. 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 in relation to spelling include:

- monitoring and analysis of pupil work samples to analyse how spelling rules are applied by pupils across the school
- analysis of spelling data

- purchasing spelling resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments

11. 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 practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling at the start of each academic year via children's spelling folders.

In order to ensure success and deepen learning, we give our pupils weekly spellings 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 and these are communicated to parents at the beginning of the year. Regular communication with parents, in relation to spelling is essential. 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.

Policy written by Laura Murray July 2020

Review date: September 2022