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Spelling Policy

**Mission Statement**

**At SS John & Monica’s, we learn through**

**the example of Jesus to**

**Love, Respect, Understand and Value each other.**

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**Ss. John and Monica Primary School Spelling Policy**

**MISSION STATEMENT**

At SS John and Monica, we learn through the example of Jesus, to love, respect, understand and value each other.

**The Purpose of the Policy**

The purpose of this policy is to support our pupils to become confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children’s learning.

**The Principles behind this Policy**

1. Spelling tests are a good way to ensure spellings are learnt but it is essential that children apply these skills to their writing.

2. Spelling is the application of visual memory. As teachers, we must strengthen pupils’ visual memories before we can expect them to become successful learners.

3. Spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting).

4. Accurate spelling and accurate letter formation go hand-in-hand. As teachers, we must ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them.

5. Successful spelling takes place through a VAK (visual, aural and kinaesthetic) approach. As teachers, we need to ensure that spelling is taught using a combination of methods.

6. Successful spelling takes place when children have an opportunity to review and recall their learning. Teachers must provide opportunities to consolidate learning throughout each week.

**Aims of this Policy**

1. To explain the expected practices, to ensure that children become successful spellers.

2. To provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules.

3. To ensure continuity in practices and progression in spelling skills.

4. To clarify the responsibilities of staff, parents and children.

5. To raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.

**Roles and Responsibilities**

**The Staff**

• To ensure that teachers plan for the teaching of spelling every week using the agreed scheme Babcock No Nonsense Spelling Programme and that planning is shared with members of support staff, who are also responsible for delivering spelling programmes to targeted groups of children.

• To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply. (SEN and underachieving children)

• To teach a range of approaches to learn spellings.

• To provide children with a range of strategies to help them become secure with spelling rules.

• To ensure children’s spelling is assessed on a regular basis and that this is used to inform future planning.

• To ensure that everyone shares good practice, reviewing this on a regular basis, to ensure there is continuity.

**The Pupils**

• To use the strategies taught to them, to help secure spelling skills.

• To be able to identify the most effective methods to help them to learn and recall spelling rules.

• To practise, at home, the spelling rules which have been taught at school, to consolidate their learning.

• To transfer skills to their written work, correctly spelling words that have been taught.

**The Parents**

• To support their children in the learning of spelling.

• To be familiar with the strategies that the children are encouraged to use to help them to learn their spellings.

**The Teaching of Spelling in the Foundation Stage and Year 1**

Spelling within Reception and Year 1 is linked to the children’s phonic school programme, which follows

the original DfE ‘Letters and Sounds’ document. The primary skills for reading and spelling which

‘Letters and Sounds’ highlights are blending and segmenting. These skills are integral throughout the phonic phases. The planning for the delivery is in place and follows the programme.

During daily timetabled phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to the phases.

 They will also practise recalling key/tricky words and spelling these words. The children are taught three to five spelling each day at the end of the phonic session. It is essential that children apply their knowledge of spellings, and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas.

In Reception, spellings lists are not given out. However, children are given words to learn to read and parents are made aware of which words their child should be able to read and spell, based on the expectations in the ‘Letters and Sounds’ document. Parents’ are encouraged to support their children with these at home.

In Year 1, after their daily phonic session children are given three to five words to spell. Each week they will be given a list of between 5 and 10 spellings which are linked to sound patterns or common exception words taught that week. These will be specific to the phase and the needs of the children. When appropriate, spelling lists may include proper nouns such as months of the year and days of the week.

**The Teaching of Spelling from Year 2 to Year 6**

Children will have followed a programme of phonics teaching in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Phase 5. The spelling objectives for Year 2, which work in conjunction with Phase 6 of the ‘Letters and Sounds’ document are planned for following the same daily phonic sessions and ensure that children have knowledge and understanding of alternative spellings for each phoneme.

For those children who are not yet secure at Phase 5, it will be necessary to continue with this phase, theses children will join Y1 for daily phonics or receive daily phonic boosting support.

Spelling in Year 2 and Key Stage 2 will follow the Babcock No Nonsense Spelling Programme. The programme is planned for each term (see attachment 1) This outlines the objectives taught in each year group, each term. The expectation is that three twenty minute spelling sessions will be taught each week in Years 3 – 6.

There is flexibility when this is delivered and teachers can timetable slots to suit their class needs. But teachers must teach explicitly following the programme.

Spelling homework will also be set each week; spellings should be taken from the words taught that week.

Within the teaching of spelling, there should be opportunities to:

• Revisit, explain and use

• Teach, model and define

• Practise, explore, and investigate

• Apply, assess, and reflect

This teaching sequence links to the ‘Letters and Sounds’ document used in Reception and Year 1. It is also a key feature of the No Nonsense spelling and English Curriculum POS.

**Application of Spelling in Writing**

Children’s growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever increasing number of words accurately and to check and correct their work. This process is supported through:

• Shared writing: the teacher demonstrates how to apply spelling strategies while writing, and teaches proofreading skills.

• Guided and independent writing: the children apply what they have been taught. This is an opportunity to think about the whole writing process - composition as well as spelling, handwriting and punctuation.

• Marking the children’s work: the teacher can assess their progress and ability to understand and apply what has been taught and then identify targets for further improvement.

**Spelling Corrections**

Misspelling of words can be identified as part of the proofreading/ editing process and children can be involved in devising strategies for learning them and monitoring whether they spell these words correctly in subsequent pieces of writing.

Children should have a manageable number of personalised spellings to correct at any one time and these should be reviewed each half term. Children should be taught to look for evidence of correct spellings in their independent writing.

**Spelling Walls**

A spelling wall will be introduced from Year 1 to support children, allowing them to select words which they spell incorrectly in their writing. The wall will be used by the teacher to identify a word which is commonly spelled incorrectly. Children could then be given the opportunity to refer to this wall during future writing tasks. If

appropriate, other year groups can adopt this practice in their classrooms.

**Using Dictionaries**

Children should be taught to use a dictionary/ I pad dictionary to check their spellings. Their first dictionary practice should be with words starting with different letters but, once they are competent at this, they should learn how to look at second and subsequent letters, as necessary. Children will sometimes require support with certain spelling patterns such as ‘ph’.

**Links with Handwriting**

Developing a fluent and joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. As children are taught how to join letters, they can begin practising letter strings and complete words, linked to the specific focus for teaching in the spelling programme. Dictation should be used to support evidence of spelling and to practise handwriting.

**Assessment and Monitoring**

It is important that the assessment of children’s spellings is meaningful for the child but also for the teacher when planning the teaching of spelling.

Assessing spelling should not just be about identifying words that children spell correctly and incorrectly in a test, but consistently within their writing. It should be an opportunity to evaluate students’ understanding of sounds and conventional spelling patterns. An awareness of the kinds of words that pupils find difficult, and

the types of errors they make, is important when evaluating their spelling achievement . For example, do they have a lack of phonetic knowledge, or are they confusing rules for spelling? Teachers should then use this assessment information to plan subsequent phonics/spelling booster intervention sessions.

Additionally, SEN and underachieving spellers should record correct spellings for mis-spelt words in their own spelling journal (or on a shared spelling wall)**.** This will enable them to revisit and practise words when writing, through multi-sensory approaches – for example: looking, saying, hearing and writing words.

Self-assessment of pupils’ own spellings is also essential as it encourages independence in learning and reflection on their writing. We should encourage children to proof-read and spot their own errors in written work, with reference to their spelling journals, spelling displays within the classroom, spelling strategy

prompts and, when ready, dictionaries.

In Key stage 2 each year, a team-based spelling competition will be held to raise the profile of spelling.

**Marking of Work**

Marking is integral to how we assess the children’s writing. It should be purposeful, constructive and support the child by showing them how they can improve. It should also assist the teacher in planning the next crucial steps for learning.

When focusing on spelling within writing, children should firstly be given the opportunity to write freely and be encouraged to use spelling strategies they know. This ensures that the child is still motivated to write and promotes independence when spelling.

However, at the proof-reading stage, time should be given for checking any words the child is unsure of or unfamiliar with. When writing, children are encouraged to highlight these words by underlining them so that they remember to revisit them later.

They should then be encouraged to use their spelling journal/wall and any other spelling strategy prompts that are available within the classroom environment.

As teachers, our initial responses to a child’s piece of work, particularly at the drafting stage, should be related to the learning objective and content. We should be concentrating on the positive aspects of the writing. During the proof-reading stage, the teacher/peer/child should identify an appropriate but manageable selection of incorrect spellings. These words could be written correctly on the page for the child to see and then practise.

**Homework**

Children will be given weekly spelling homework which is linked to that week’s spelling sessions. Spellings may also be linked to the Year group Common Exception Words or in the case of the SEN / working towards expectations group personalised spelling lists addressing needs.

 The number of spellings they are given will be dependent on their year group and may be personalised to the individual child.

Although we want pupils to be challenged, we don’t want them to feel overwhelmed. Year Group Number of Spellings guide:

Year 1 = 4 – 8

Year 2 = 5 – 10

Year 3 = 6 – 12

Year 4 = 8 -15

Year 5 = 8 -15

Year 6 = 8 -15

The spellings will be sent home each week. There will also be a class teacher record of spelling homework scores.

**Spelling Interventions**

 Individual pupils or groups of pupils will learn their spellings as an extra timetabled intervention. In some cases, instead of a list of spellings to be learnt, a spelling pattern with an example may be taught. SEN and UA pupils will follow the Single Word Spelling programme

**Definitions**

Knowing the definitions of words that children are learning to spell is very important.

When appropriate, this type of activity may be given as homework. For example, children might be asked to write a short definition next to each of their spellings. Alternatively some of the spellings maybe displayed on a working wall – or be displayed as the word of the week.

**Spelling Challenges**

For the more able spellers teachers may introduce an additional spelling challenge. A spelling challenge will generally last over the course of a number of lessons and will be linked to the objectives which the children are being taught. For example, the challenge could involve children collecting words ending in both ‘able’ and ‘ible’. It involves the children actively collecting words both at home and at school and it can be used each half-term. Children can search for words in dictionaries or on the internet and can ask family members, friends and teachers. The data gathered would then be used in spelling lessons.

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