



# Spelling Policy

*Updated: December 2019*  
*Review: December 2020*

***“Literacy is the single most significant skill needed to function effectively in school, in the workplace, and in society...it is vital to a successful education, career and quality of life”***

**Anon**

### **Our Vision**

At Toner Avenue Primary School we recognise the importance of studying English. We want the children at our school to be confident, successful readers, speakers and writers. We want the children to leave us with solid literacy skills which will positively impact the rest of their lives. To achieve this we need to ensure the children can spell words correctly.

### **Aims**

We aim to equip children to spell fluently through a developmental process of investigating patterns and learning to apply a range of strategies appropriately. We aim to use explicit, interactive teaching which draws children’s attention to the origins, structure and meaning of words and their parts, the shape and sounds of words, the letter patterns within them and the various ways they can learn these patterns. In order to study words like this we have to take them out of context for the specific teaching of spelling. We believe that this is best achieved little and often and through stimulating, multi-sensory activities and games.

We aim to ensure children spell fluently through a process of investigating patterns and learning to apply a range of strategies appropriately.

We aim for the pupils to be taught spelling through explicit, interactive lessons. To investigate and apply the origin, structure and meaning of words and their parts and to be aware of the shapes and sounds of words and the letter patterns within them.

We believe to achieve our aims, a short spelling session using a variety of teaching methods and strategies is needed.

### **Statutory Requirements**

This policy adheres to the National Curriculum in England: Framework Document (2014) for English and the Letters and Sounds document for phonics (2007). It also adheres to the Communication, Language and Literacy section of the Statutory Framework for the Early Years Foundation Stage (2014).

### **Progression**

#### **EYFS**

Children in Reception are taught letter sounds (grapheme-phoneme correspondences) and how to use them to read and spell. By the end of Reception they will have learned at least one way of spelling each of the 44 phonemes used in English. Children are taught to blend sounds to read and to segment to spell. At the same time, they are introduced to words which are not phonically regular (*‘tricky words’*) and learn that they must be able to recognise these on sight. Children are encouraged to see themselves as writers from an early stage and to ‘have a go’ at writing, using the sounds they can hear in a word. Letter mats are provided as prompts.

In its initial stages, successful spelling depends on good phonological awareness: children must have finely tuned listening skills. Practice is provided in a range of contexts: music, dance, PE and story, for example. Children are exposed to rhyme, rhythm and alliteration, attuning their ears to listen carefully to the parts of a word. This stage of phonics begins in Nursery and continues in Reception. Many Nursery children are interested in learning to write their own name and have opportunities daily to see it in print and can use their name card as a prompt for writing it.

#### **Year 1**

*Letters and Sounds* continues to the end of Year 1. For spelling purposes, the emphasis is on the children’s ability to segment words into phonemes and then match the most likely letter or letters to each sound by accessing the alphabetic code. In addition, children learn how to spell a number of sight words, high frequency words and common irregular words as listed in *Letters and Sounds* to enable them to write fluently. Children take their words home on a weekly basis to learn to recognise them on sight and begin to learn to spell them. They investigate and learn to use common spelling patterns, and frequently used prefixes and inflectional endings in their own writing.

#### **Years 2 – 6**

In Year 2 children learn that there isn't always an obvious connection between pronunciation and spelling, that there are different ways of spelling the same sound, and silent letters. From Year 3, children continue to use their phonic knowledge and their growing understanding of the morphology and etymology of words to support their spelling. There is an emphasis on developing confidence and assuming increased responsibility for identifying their own spelling errors and making reasoned choices about likely alternatives. They also learn to use a dictionary and thesaurus with increasing independence throughout KS2. When actually writing, children should be concentrating on higher order skills and therefore should simply 'have a go' at spelling and underline words (dotted line) they are unsure of. These should be self-checked at the end or in a natural break in composition.

NB Some children will need interventions in Year 2 and KS2 to continue to consolidate their phonic knowledge and skills.

### **Planning and the Teaching Sequence**

All sessions, whether it is phonics or spelling session follow the revisit, teach, practise and apply sequence.

Phonics is planned in EYFS and KS1 based on the Letters and Sounds suggested sequence. Year 2 – Year 6 follow the 'No-Nonsense' spelling scheme.

The Year 2 children have 5 daily spelling sessions. Years 3-6 have 3 spelling sessions per week.

Each week there is a pattern or rule for the children to learn and apply.

Each child from Y1-Y6 takes words home to learn, to take part in a weekly test each Friday. The words the children are required to learn are words that have been covered in their sessions that week.

### **Assessment of Spelling**

Spelling is informally assessed through daily observations of children's work in lessons and marking. In addition, short lists of words studied at school will be sent home to learn using taught strategies and tested the following week. Spelling will be formally assessed as part of the Year 2 and year 6 *Spelling, Punctuation and Grammar test*. Spelling will be monitored by the English subject leader and may include: observations, learning walks and talking to staff and children.

### **Marking Spelling**

When marking children's work, we do not correct all spelling errors, as we want to encourage use of new vocabulary. So we focus on high frequency words, topic words and those studied in spelling sessions. This also includes the statutory word lists and common exception words.

We encourage children to proof read their own work where possible. The children have word banks and dictionaries available to correct their own spellings. If there is a repeating error with a particular spelling, the child may be asked to copy this spelling out to try to move the word to muscle memory.

When marking books, the teaching staff will identify common errors and address this in whole class teaching.

N.B SEN children's spellings will be marked as best judgement by their class teacher. For example, if a child is working on phase 3 sounds, words which allow for consolidation of these should be highlighted.

### **The Learning Environment**

The spelling rules/patterns for the week should be displayed in the class and referred to throughout the week alongside individual words that apply this rule.

### **Homework**

The children are given spelling homework, where they need to practise writing the words given for 6 days, then apply 4 of the words within a sentence. The homework is given out on a Friday and returned the following Thursday across school to ensure consistency.

The number of spellings given varies, based on the children's individual needs. Some children may also receive specific spellings linked to their personal targets for spelling.

### **Parental Involvement**

At Toner Avenue Primary School, we recognise and value the role of parents/carers in their child's education and value the importance of developing strong, home school links. We appreciate the impact that parental involvement can have on accelerating a child's development in all areas of English and actively encourage parents/carers to become involved with their child's education at Toner Avenue by supporting their child at home or in school. As well as regular reporting to parents/carers, we are seeking to develop opportunities to involve parents in the children's learning.

We also actively share events through our school website and Twitter account.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

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