THE MEADOWS PRIMARY SCHOOL

Spelling Policy – Appendix D

The purpose of this sub-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. Hence why, as a school, we use 'Read Write Inc.', 'Spellzone', 'Nessy' and 'Spellzoo' to support the acquisition of spellings.

We believe that:

- spelling tests are a good way to ensure spellings are learnt, but it is essential that children apply these skills to their writing;
- spelling is the application of visual memory. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners;
- spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting);
- 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;
- 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,
- 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

- to explain the expected practices, to ensure that children become successful spellers;
- to provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules;
- to ensure continuity in practices and progression in spelling skills;
- to clarify the responsibilities of staff, parents and children. 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 and that planning is shared with members of support staff, who are also responsible for delivering spelling programmes to targeted groups of children using programmes such as 'Nessy' to support their learning;
- to ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply;
- 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 each week during weekly spelling test and that year group specific spelling assessments, based on national curriculum end of year group expectations, are carried out during assessment weeks to check on progress towards end of year expectations for the pupils in their class, and that this is used to inform future planning;

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 in line with the home learning policy.
- to transfer skills to their written work, correctly spelling words that have been learnt.

The Parents
- to support their children in the learning of spelling through the use of weekly spelling lists that are sent home each week;
- 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 Early Years Foundation Stage and Year 1

Spelling within Reception and Year 1 is linked to the children's phonic programme – the 'Read Write Inc.' Programme. The primary skills for reading and spelling, which 'Read Write Inc' highlights are blending and segmenting. These skills are integral throughout the programme. During phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to the set sounds. They will also practise recalling key/tricky words (red words). 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 - for example: topic activities.

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 'Read Write Inc' document. Parents are encouraged to support their children with these at home.

In Year 1, each week children will be given a list of spellings which are linked to sound patterns and tricky words. These will be related to the scheme of work outlined in the National Curriculum and 'Spellzoo' programme. 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

Transition of spelling from Year 1 to Year 2

Children will have followed the 'Read Write Inc' programme in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Set 1, 2 & 3 sounds. The spelling objectives for Year 2, ensure that children have knowledge and understanding of alternative spellings for each phoneme. For those children who are not yet secure with Set 1, 2 & 3 sounds, it will be necessary to continue with this programme before moving on to the Year 2 objectives.

Spelling in Year 2 and Key Stage 2 will follow the 'Spellzoo' publication and the National Curriculum. This outlines the objectives taught in each year group, each term. The expectation is that a twenty-minute spelling session will be taught each week. There is flexibility in how this is delivered and managed within the curriculum. Home learning will also be set each week related to the spelling focus in that session and tested once a week is outlined in the school timetable. Some children, who despite accessing a spelling intervention to support the acquisition of spelling rules, may need to access spellings more appropriate to their level of development e.g. SNIP Spelling Programme.

Within the teaching of spelling, there should be opportunities to:
- Revisit, explain, use
- Teach, model, define
- Practise, explore, investigate
- Apply, assess, reflect

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 pupils' 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 and their understanding of language structures. 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 sessions.

We should encourage children to proof-read and spot their own errors in written work, with reference to, spelling displays and mats within the classroom, spelling strategy prompts and, when ready, dictionaries.

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 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 (Composition and Effect). We should be concentrating on the positive aspects of the writing. During the proof-reading stage, the teacher 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 have the opportunity to practise between and three and five times on that piece of work.

Home-learning

Children will be given weekly spelling lists which are linked to that week's spelling sessions.
As part of assessment and monitoring, children will be given a spelling list to learn which will be linked to the spelling patterns and objectives they have been learning in spelling sessions. 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 for example six to twelve words weekly.