

*Holding hands with Jesus, as we love, learn and grow together.*

## Spelling Policy

September 2021

### Introduction

This spelling policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of Spelling. It has been written in line with English National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

### Aims:

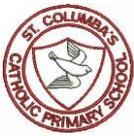
- To teach spelling systematically throughout the school; and to adopt a whole school approach;
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Letters and Sounds' scheme of work;
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum; (Common exception words)
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher;
- To encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell, that may not have the same effect on their writing;
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

### Developing Spelling:

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, e.g. wait, wate;
- Know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used;

*Tapping into Talent, Breaking down Barriers, Daring to Dream.*



*Holding hands with Jesus, as we love, learn and grow together.*

- Recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words;
- Know spelling conventions, e.g., relating to double letters;
- Look for similarities in the spellings of words which are etymologically related, eg, sign, signal.

The Teaching of Spelling in EYFS and Year 1 (and Year 2 as required):

Phonetic knowledge underpins the teaching of spelling in EYFS and Year 1. We use the 'Letters and Sounds' scheme of work to support children in developing their phonetical understanding; this is taught daily and consolidated during writing sessions and when writing across the curriculum. (See separate Phonics Policy)

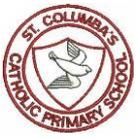
In Key Stage 1 and Key Stage 2, the school focuses on a spelling rule to support and facilitate learning. Year 1 children follow the same spelling programme and use this alongside the phonic programme. In year two, children who have passed the phonics screening will follow the Year 2 expectations for spelling in line with the year two National Curriculum objectives.

### Key Stage 2:

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology and etymology to support their spelling. Phonics is not taught explicitly (unless as an intervention) but is still consolidated through the teaching of spelling, reading and handwriting. In addition to consolidating phonetical understanding, in KS2, children need to understand relationships between meaning and spelling where relevant e.g. understanding the links between medical and medicine. Pupils will also understand the principles of prefixes and suffixes. Teachers will be aware of spelling patterns taught throughout the school so that rules can be consolidated and built on.

Spelling lessons are taught to meet the needs of all learners, with a key focus on spelling strategies. In order to guide children to becoming more confident spellers, the teaching of spelling is as investigative as possible. Spelling lessons are taught two to three times per week and all children complete a spelling test once a week. Children are encouraged to use the look, cover, write check method to learn their spellings and to write out their words in sentences for an extension.

*Tapping into Talent, Breaking down Barriers, Daring to Dream.*



*Holding hands with Jesus, as we love, learn and grow together.*

Children should always be encouraged to try, use and spell ambitious vocabulary in their writing. When they attempt ambitious words, three dots will be placed by the child under the attempt. This ensures that they can check the spelling once the work is completed without stopping the flow of writing. Spellings are taken from the statutory spelling lists for each year group alongside age appropriate word lists. All spelling lists meet the requirements of the National Curriculum. Each year group has a timetable of spelling pattern and the date it should be taught.

### **Spelling Intervention:**

Children in Reception to Year 3 will be supported with their spelling through a phonic intervention. Those in Years 4 to 6 will complete one 40 minute intervention session per week using the SNIP spelling programme.

### **Dictionary Use:**

There are a range of dictionaries and thesauri in each class which are differentiated to suit the range of needs within the class. As well as carrying out investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during

### **Glossary:**

Morphology - The study of the forms of things e.g. how a word is formed.

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history.

*Tapping into Talent, Breaking down Barriers, Daring to Dream.*