

SPELLING POLICY



‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

Prepared by:	J Brinklow	First Issued:	June 2016
Approved by:		Last reviewed:	September 2019
Page 1 of 4		Next review due:	September 2022

At West Haddon Primary School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum areas. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies.

Aims:

- To develop and teach the children to use a range of effective spelling strategies.
- To encourage creativity and the use of ambitious vocabulary in their writing.
- To enable children to write independently.
- To enhance proof reading and editing skills.
- To encourage children to identify patterns in words.
- To promote a positive and confident approach to spelling.
- To help children to use dictionaries and spell checkers effectively.
- To provide equal opportunities for all children to achieve success.

Teaching and Learning:

Spelling is taught as part of a planned programme following the requirements of the National Curriculum. In addition, handwriting, reading and writing sessions afford many opportunities for talking about spelling – revisiting and practising strategies.

EYFS

High quality phonic work is taught in EYFS through an adapted Read Write Inc. programme. Read Write Inc is a programme that helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children’s reading development. High frequency words as well as irregular words are also taught alongside the phonic sessions.

Year 1 -6

The teaching of spelling from year one is in line with the spelling objectives in the national curriculum this includes the learning of the statutory word list in the English National Curriculum. Where necessary, some children may need to consolidate their phonic knowledge and skills from Key Stage One.

Silver Standard and Gold Standard Spelling Bees

The Silver Standard Spelling Bee contains the words from the Year 3 and 4 word list in Appendix 1 in the English National Curriculum. The Gold Standard Spelling Bee contains the words from the Year 5 and 6 word list in Appendix 1 in the English National Curriculum. It is essential that children can spell all of the words from the Silver Standard by the end of Year 4, and can spell all of the words from the Gold Standard by the end of Year 6. They should also be able to prove that they can spell and use the words within the context of their writing.

Less able children

Less able children are those children that the class teacher, English subject leader and SENCO feel are not yet ready to access spellings at the expected year group standard. Less able spellers, on a regular basis, are achieving less than 4/10 in their weekly spelling tests, and/or are achieving less than 40% words correct in their termly Spelling Bee. These children will be receiving intervention for their spellings in order to catch up to the expected standard. This intervention will be monitored by the class teacher, English Subject Leader and SENCO.

Exceeding children

More able children are those children that the class teacher and English subject leader feel are very confident with spelling expectations for their year group. More able spellers, on a regular basis, are achieving 10/10 in their weekly spelling tests, and are achieving 85% words correct in their termly Spelling Bee. The class teacher and English subject leader are confident that these children can spell all words from the Year 3 and 4 (Silver Standard) and Year 5 and 6 (Gold Standard) word lists from Appendix 1 in the English National Curriculum, and use them in context within their writing.

Homework:

EYFS

When children can read the high frequency words they are then given grouped spellings to learn at home from the list on a weekly basis.

KS1

Children receive weekly spellings and are tested the following week. Spellings are based on the weekly spelling pattern as listed in the statutory lists. Additionally three times a year children take home a spelling bee list which comprises of 100 words which they learn throughout the term at home and are tested at the end of the term.

KS2

Children take home a list of spellings each week consisting of words that follow a rule and words from the spelling bee list (Appendix 1 National Curriculum). The children are then tested the following week.

Year	Display words for classroom	Record cards to be sent home
1	<ul style="list-style-type: none">Year 1 words- change each term	<ul style="list-style-type: none">Year 1- send home new one each term
2	<ul style="list-style-type: none">Year 2 words- change each term	<ul style="list-style-type: none">Year 2- send home new one each termLess able: Differentiated word list (aligned with term)
3	<ul style="list-style-type: none">Silver words- display all year	<ul style="list-style-type: none">Silver Standard each termLess able: Year 2 words (aligned with term)
4	<ul style="list-style-type: none">Silver words- display all yearTeachers may feel it appropriate to display Spring and Summer words for children exceeding the Silver Standard	<ul style="list-style-type: none">Silver Standard each termExceeding: Spring and/or Summer term Spelling Bees
5	<ul style="list-style-type: none">Gold words- display all year	<ul style="list-style-type: none">Gold Standard each termLess able: Silver Standard
6	<ul style="list-style-type: none">Gold words- display all yearTeachers may feel it appropriate to display Spring and Summer words for children exceeding the Gold Standard	<ul style="list-style-type: none">Gold Standard each termExceeding: Spring and/or Summer term Spelling Bees

Assessment:

Children following the phonics programme are continually assessment to ensure that they are in the right group and phase. Three times a year they are also formally tested using RWI resources. At the end of year 1 children are screened against the statutory phonics framework. At the end of Key Stage 1, children are tested on their spellings as part of the, Spelling, punctuation and

grammar test. As part of the Key Stage 2 testing the children in Year 6 will also undertake the Spelling, punctuation and grammar test.

Weekly spelling tests are used throughout the school. Marking of written work also provides the opportunity to see how well individual children understand and apply what has been taught. When marking, teachers identify misspelt words. Children are expected to rewrite that word in green pen. Teachers will not correct every spelling if it is beyond what has been taught or if children already have five spellings to correct. Once a child is secure in the spelling of that word, it will not be accepted spelt incorrectly. Children are encouraged to edit and improve their spellings independently before handing in their work. In all year groups, when the work is being used as an assessed piece, incorrect spellings will not be indicated in the margin as this will not count as an independent piece of writing.

At the end of each term (Autumn, Spring and Summer) every child from year 1 to year 6 will take part in the Spelling Bee test. They will be tested on all of the words that they have been learning over the course of the term. Following the test, each child will be given a certificate with their percentage score on to take home to their parents. Teachers will fill in the Spelling Bee scores spreadsheet for their class and send over to the English Subject Leader for analysis.

IN THE CLASSROOM

Display words

These words should be displayed prominently in each classroom. Children should be encouraged to use the words in their everyday writing to broaden their vocabulary. Ways to encourage this are through: teacher modelling of writing; verbalising word choices from the Spelling Bee; editing activities whereby children highlight or insert the Spelling Bee words; and rewarding children using the Spelling Bee words or other adventurous vocabulary choices through giving out team points.

Spelling rules

Spelling rules from Appendix 1 in the English National Curriculum should be taught as part of English lessons. Teachers should refer to the Spelling Bee words as much as possible, and should plan to teach, consolidate or review at least one rule a week.

Spellings in wider writing

Spellings should be prioritised in class and children should know how important spellings are. Teachers should take a zero tolerance approach to words being misspelt when copying from the board. In Key Stage 2, children must be encouraged to use dictionaries to check their spellings, particularly those children that struggle with their spellings. Teachers should use developmental marking to ensure that children correct misspelt words that they should know.

Intervention

Spelling intervention should take place for children who are not in line with spelling expectations for their year group. This should be monitored by the class teacher, English subject leader and SENCO.

Monitoring and evaluation:

Teaching staff monitor their pupils through observation, teacher assessment, marking of work and testing.

Inclusion:

We teach spelling to all children, whatever their ability. It is part of the National Curriculum. Where children are not at the expected level then interventions are put in place and these are monitored.