

The Learning First Federation

Spelling Policy

The English Curriculum 2014 sets out year by year a statutory programme of study for spelling, with associated (statutory) word lists. We follow these programmes of study. However we also continue to use schemes such as *Letters and Sounds* and *Support for Spelling* and the *Pathway for Spelling* by Babcock where they complement the new statutory requirements.

Within Foundation Stage and Key Stage 1, phonics is taught daily, based on *Letters and Sounds*. In Year 1 children will take part in a phonic check. This is part of the statutory assessments for key stage 1. The results of the check are sent out with the end of year progress report. At the end of year 1, with support from the SENCo, the class teacher will identify precisely the needs of those children who did not achieve age related expectations so that a programme that meets the specific needs of the child is designed. If necessary some of the children will repeat the phonic check in year 2.

It is expected that

All classes will be involved in explicit interactive teaching of spelling patterns, rules and strategies to help remember them.

We:

- Deliberately teach strategies of: sounding out; identification of words within words; syllabification/chunking; analogy; similarities with known words; spelling rules; mnemonics; visual memorising; and the identification of 'tricky' words or parts of words.
- Explain and display agreed mnemonics for common tricky words in FS, Key stage 1 and Key stage 2. All teaching staff use the same mnemonic across the school.
- Involve all children in spelling activities, which will mean simplifying objectives for less able pupils and extending objectives for more able spellers, for example by setting more challenging investigations or inviting able groups to design and collect words to run an investigation with the rest of the class.
- Link spelling lists to handwriting practice. See handwriting teaching guide.
- Encourage children to become more independent in attempting to spell words in their own writing using their zap it cards, dictionaries and thesauruses.
- Encourage pupils to learn spellings at home and at school, which include a rule, the common exception words and the statutory word list (EYFS, KS1-2).
- Provide consistency and continuity of support throughout the school through the support materials available in each classroom, which will be similar and cater for the needs of the children.
- Use dictation as a means of assessing learned spellings, but also to reinforce the children's

learning of punctuation and sentence structure.

The Structure of Spelling Sessions

Sessions are taught within the phonics and SPAG lessons on a daily basis. Teachers will use the teaching sequence exemplified in the *Letters and Sounds, Support for Spelling and Babcock Pathway* programmes. Children use a SPAG book to record word level work activities. Teachers need to plan in opportunities for the spellings being taught in these sessions to be reinforced throughout the day. During spelling sessions teachers make explicit the link with handwriting (such as the guided reading/handwriting carousel).

Home/School Support

Differentiated lists and rules of spellings are created by the class teacher using the cursive font purchased by the school for spelling tests. Children will complete spelling related activities as part of their homework.

Assessment and Monitoring

Children will be assessed using *Rising Stars SPAG materials* including dictation exercises.

Once spelling patterns and common exception words have been taught children are expected to apply their knowledge of these spellings in all of their writing. When a child has misspelled a word in their writing which they have already learnt or they have copied the word carelessly then the teacher will write the word correctly at the bottom for the child to practice during fix it time. This spelling may also go onto the child's zap it card. The child is expected to self-correct the word. Children should not be penalised for attempting to spell ambitious words phonetically. The teacher can correct the word but there should be no expectation that all incorrect spellings are corrected by the pupil.

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