

*Taddington and
Priestcliffe CE Primary
School*

Spelling Policy

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Rationale

At Taddington and Priestcliffe CE Primary School, our Spelling curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years statutory framework in Reception.

We encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. We firmly believe that good spelling is an essential skill that allows the children to communicate their understanding in all curriculum subjects. We want our pupils to be equipped with a range of strategies for spelling and to be able to apply these when spelling words in their independent writing. We want our pupils to enjoy exploring and investigating the rules, patterns and the contradictions of the English language, leading to the children developing a love of language and the confidence to spell more challenging and ambitious vocabulary.

Our Spelling Curriculum Intent

What follows is what we want our Spelling curriculum to achieve for all children by the time they leave our school, because we passionately believe that our children deserve the best.

Our Spelling curriculum is driven by the needs of our children.

We aim for our pupils to become good spellers and therefore will:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.*
- Use a range of effective spelling strategies and know age-appropriate spelling rules.*
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and for writing.*
- Know how to use a dictionary, thesaurus and how to check spellings effectively.*

- *Write with confidence and creativity, while developing the skills to self-edit, correct and improve.*
- *Be imaginative, creative and challenge themselves with vocabulary.*
- *Have a positive and confident attitude towards trying unknown spellings.*

Implementation

In EYFS and Year 1, pupils practise spellings featuring the sound they are learning/revising that day during their Read Write Inc. session. From Reception, pupils are taught to use the 'Fred Finger' strategy to spell phonetically plausible words accurately. High Frequency words are known as Red Words for these pupils are explicitly taught.

At Taddington we use the Spelling Shed Scheme from Years 2 – Year 6 to devise a comprehensive, yet accessible, progression in the teaching of spelling. Guidance is provided on how to teach the strategies, knowledge and skills pupils need to learn to become confident and accurate spellers.

The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings including statutory words and common exception words. The programme has a clear progression throughout blocks of teaching units across the year groups and comprehensively explains how to teach spelling effectively.

Through our Spelling curriculum we intend to offer the following to the pupils of Taddington;

How we implement this in Spelling

Seeing spelling rules and patterns is fundamental in order for our pupils to acquire and remember new spellings. The Spelling Shed app allows the pupils to hear the word, type the word and then see the word. Spelling Shed resources such as word searches, crosswords, definition matching games and Look, say, cover, write, check sheets are provided.

These strategies help pupils to see the spelling words on the page and visualise the order of the letters.

- *Look, say, cover, write, check*
- *Trace, copy and replicate (then check)*
- *Drawing around the word to show the shape*
- *Drawing an image around the word*
- *Words without vowels*

- *Pyramid words*
- *Rainbow writing*

In Read Write Inc., pupils are first taught to read the word before attempting to spell it. In order to support children when spelling, all classrooms feature sound friezes which reflect their sound awareness and knowledge. Complex Speed sound charts are displayed in Key Stage 2 classrooms to aid spelling, these show the most common alternative spellings for phonemes and act as a visual aid for pupils. Red Words are displayed in all Key Stage 1 classrooms to support spelling of high frequency words. Key vocabulary taken from Literacy Tree Writing texts are displayed in classrooms for pupils to refer to in their own writing.

The following strategies are used to support pupils' spelling across school and at home. These strategies help pupils to hear the spelling sounds within words aloud and transfer that to the written spelling.

- *Look, say, cover, write, check*
- *Clapping and counting syllables*
- *Segmentation strategy*
- *Memorable 'silly sentences'*

This part of the teaching sequence consists of lively oral and quick-write activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part is that children use the words orally, in context, so that they have a clear understanding of the spelling word they are learning.

In Read Write Inc., pupils segment phonetically spelt words using the 'Fred Finger' technique. Pupils chant the segmented word multiple times, assigning a sound to each finger. Pupils pinch each finger in turn before writing down the corresponding letters.

It is vital that pupils are explicitly taught the spelling rules and patterns. Teachers introduce new spelling rule and explain how the words relate to the rule. They do this by building on prior knowledge and understanding. The pupils then practise and explore the new learning independently. Pupils are given the opportunity to investigate the words and spelling patterns, through sentences, handwriting and games. Previous word lists are revisited frequently as well as encouraged throughout their writing.

In Read Write Inc., pupils are given the opportunity to practise multiple words featuring the sound of the day. They are then asked to recall the previous days learning and are asked to spell words using other sounds taught to date. This provides pupils with the opportunity to repeat prior learning on a regular basis.

The final stage of our spelling curriculum is to apply and assess. Pupils in Years 2 – Year 6 complete a weekly spelling test on the set words they have been learning that week. Teachers also monitor pupil’s spellings in their writing work, addressing misconceptions and errors, as well as assessing independent application and their understanding. ‘In margin marking’ identifies where a spelling mistake has been made on a particular line and children are encouraged to identify and check possible errors using a dictionary. Where children require more direct support the specific error may be underlined to draw attention to the specific word. Teachers will use their professional judgement as to how many words are identified and the nature of the error; for instance if a child has a number of spelling mistakes the teacher will identify words that children should be able to spell commensurate with the child’s age and ability and will be cautious in identifying too many errors as this could overwhelm children and prevent children from attempting the use of ambitious words in their writing. In addition, we use half-termly, and an end-of-year test, to support our teacher assessments in Grammar, Punctuation and Spelling.

In Read Write Inc., pupils are expected to use the ‘Fred Finger’ strategy to spell words in their independent writing. Pupils will be able to demonstrate in their writing phonetically accurate spelling and/or plausible attempts in line with their current sound knowledge.

Impact

Our aim is that pupils leaving Taddington have developed detailed knowledge, skills and confidence across the English curriculum and achieve well. In addition, pupils have made good progress and have fostered a knowledge and understanding of spelling rules as patterns in their writing, as well as being prepared for the next stage of education.

Curriculum Overview – Why?

In Spelling, the rationale for the teaching sequence of units is as follows:

In EYFS and KS1, children follow our phonetic approach of Read Write Inc. Fred Fingers are used to spell Green Words in the daily Speed Sounds Lessons. This strategy helps children to segment a word into the separate sounds they hear so that they can write them down successfully using the graphemes that they know. Children say the sounds as they press the sounds onto their fingers, they then write down the corresponding letters.

From Years 2 – Year 6, we follow a balanced spelling programme, which includes five main components:

- Understanding the principles underpinning word construction (phonemic, morphemic and etymological).*
- Recognise how (and how far) these principles apply to each word, in order to learn to spell words.*
- Practising and assessing spelling.*
- Applying spelling strategies and proofreading.*
- Building children’s self-images as spellers.*

We build pupils’ spelling vocabulary by introducing patterns or conventions and recalling weekly, those already introduced. We aim to teach lively, focussed sessions, which are enjoyable and effective. We teach spelling strategies explicitly and apply these to high frequency words, curriculum spellings and cross-curricular words. Proofreading is also taught as part of the editing process during our Writing cycle. The Spelling Shed app enhances the engagement and progression of our pupils’ spelling knowledge and retention. Weekly challenges are set for pupils in school and at home.

Planning

In EYFS and Year 1 teachers following the Read Write Inc. planning format in which they plan which sounds will be taught in each day. These choices (based on the progression outlined by Read Write Inc.) informs which spellings will be practised each day.

In Years 2 – Year 6, our spelling curriculum follows the planning cycle as outlined in the Spelling Shed spelling scheme.

Assessment

Pupils in EYFS and KS1 are assessed every half term and the groups are reorganised accordingly. These assessments are overseen by the Read Write Inc Reading Leader (Mrs Chapman) which allows for achieving uniformity within each group and indicates the correct access point for new entrants. This data is added to the Read Write Inc tracker to chart individual progress. The results of the assessments are shared with class teachers so that appropriate intervention can be put in place to ensure children ‘keep up and not catch up’.

Pupils in Year 2 – Year 6 complete a weekly spelling test, which is marked and returned to pupils. Staff keep a record of these scores in order to plan additional support or identify gaps in pupil’s knowledge. These results are used in conjunction with observations made by teachers when assessing pupil’s pieces of writing particularly, but not exclusively, in their writing books when reaching an end of half term judgement. Objectives, linked to the National Curriculum guidelines for each year group, are highlighted on Insight Tracker to aid teachers in their judgements and track progress for each pupil. During writing moderation spelling is an area of focus and contributes to the overall judgement of a pupils writing ability.

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