



Date	Minute number	Amendments	signed
January 2022			

# Spelling Policy

## The vision of the school

**'Learning and Growing Together'**

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty.

We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13)

Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

**Learning-**

***we develop our wisdom, knowledge and skills***

**Growing-**

***in our character development, hope, aspiration, resilience and social action***

**Together-**

***so our community can live well together, showing dignity and respect.***

### **Intent**

Our school believes that good spelling is an essential skill that allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident spellers, they need to develop and use a range of spelling strategies. For this to be achieved, spelling is taught actively and explicitly with the understanding that the greatest impact on spelling is achieved when children are encouraged to use new spellings and their associated rules, in their writing. Regular analysis of pupils' spelling ensures that support is provided and tailored to the specific needs of the child or year group.

## **Aims**

- A consistent approach to the daily teaching of discrete, high quality phonics, across EYFS and KS1.
- Children are given opportunities to use and apply their phonics learning.
- All children entering KS2 are secure at decoding unfamiliar texts.
- To provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- To deliver the spelling objectives outlined in the National Curriculum documents using Jolly Phonics and No Nonsense Spelling and other resources to support.
- To provide a range of experiences in spelling, teaching a wide range of strategies in order to meet different learning styles and help children learn new spellings.
- To provide a classroom climate in which children feel secure enough to 'have a go' and not expect spellings to be given to them.
- To ensure pupils have opportunities to learn word lists set out within the National Curriculum.
- To make children successful spellers by ensuring they can use a variety of strategies to attempt spellings.
- To introduce children to new vocabulary via the Never Heard the Word Grids.

## **Whole school spelling:**

Spelling is taught across the school, in accordance with our spelling overview and the National Curriculum. This overview provides guidance on which spelling rules should be taught in each year group from Year 1 to Year 5 over the course of the year. The Year 6 spelling curriculum focuses on revisiting spelling patterns previously taught.

EYFS – Jolly Phonics

Year 1 – Jolly Phonics

Year 2 – A mix of Jolly phonics and the No Nonsense Spelling Programme.

Year 3 – Year 6 – No Nonsense Spelling Programme taught daily.

To supplement this teaching, sessions are also planned to focus on the statutory spelling lists for each year group.

Throughout each half term, each year group from Year 1 upwards have specific words to learn (taken from the National Curriculum). Progress is monitored of spelling knowledge of statutory spellings.

At the discretion of the class teacher, interventions may be set up to provide additional support for children who are working below the expected standard.

## **Implementation of Spellings**

### **Spelling Lessons in Practice**

No matter whether a phonics or a spelling lesson is being taught and regardless of the year group being taught the same sequence is used:

1. **Review and Revisit** - children will revisit the previous taught learning and engage in games and activities to help them recall the spelling pattern.
2. **Teach** - children will be taught a new phoneme/grapheme, common exception word, skill or spelling rule.
3. **Practise** - children practise using the spelling rule in context; this could be within the phonics lesson or at word level within the SPAG lesson.
4. **Apply** - pupils will be encouraged to apply new learning independently in their writing in the contexts of sentences.

In Key Stage 2 the progression may extend over a number of sessions, whereas in EYFS and Key Stage 1 the four stages will be completed in each lesson. Each phonics and spelling session lasts between 20 and 30 minutes.

### **Spelling Lessons in EYS and KS1**

We believe that spelling in EYFS and KS1 should be intrinsically linked to phonics. Our school follows the systematic approach laid out in Jolly Phonics, which has been adapted to meet the requirements of the National Curriculum and the Reading Framework. Staff plan phonics to ensure progression and effective, high quality teaching. A range of interactive resources are available for teaching staff and staff are encouraged to use resources so that children can learn to spell quickly.

- A daily phonics session is taught.
- The four-part lesson ensures progression and learning over time.
- Teachers follow our phonics/spelling long term plans.
- Children are taught by the teacher as a whole class and Teachers and TA's take differentiated groups for phonics and spelling.

### **Spelling Lessons in KS2**

As children move through KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to more focused teaching of spelling strategies, conventions and patterns to build upon a child's established phonic knowledge, as well as those which don't follow the basic patterns. Teachers are required to follow the school's long term spelling plan as per the No Nonsense Spelling Programme. Pupils who have not passed the phonics test or require additional phonics teaching will continue to have spelling with their class and intervention appropriate for their phase of development.

In Year 3, some children may continue to work through phonics but the expectation is that most children will move on to work planned from the National Curriculum objectives for their year group, spelling is then taught through SPAG lessons. Teachers continue to use the outline of the four-part lesson to ensure progression and learning over time. Children are taught to spell words from the appropriate year group word list found in the National Curriculum. The children use the Never Hear the Word Grids to be introduced to a wide range of topic vocabulary and to learn how to spell the new vocabulary.

The expectation for Years 4, 5 and 6 is that children will be working to the spelling objectives in the National Curriculum. Teachers will refer to the spelling lists and strategies set out in the National Curriculum and a range of other resources to support teaching and learning. Spelling is modelled consistently within the wider teaching of English – shared and guided reading, shared writing, word and sentence level work, opportunities for independent and guided group work. These all offer valuable opportunities for teaching spelling.

### **Spelling strategies used**

Within phonics and SPAG sessions teachers and teaching assistants use a range of the following strategies and approaches to spelling.

- Phonological knowledge: including phonemic awareness
- Orthographic knowledge: understanding what is possible in letter order
- Etymological knowledge: knowing where words come from.
- Morphological knowledge: knowing the meaningful parts of words.
- Semantic knowledge: knowing what words mean.
- Visual knowledge: recognising the correct look of a word.

### **Application of Spelling**

Children have a range of resources available to them in the classrooms at all times during any writing sessions: age appropriate dictionaries, thesauruses, whiteboards, sound mats, posters (linked to the Jolly Phonics SSP), journals, year group common exceptions words, word lists and word banks.

All children are expected to have a go at any spellings they don't know using the resources provided, thus making them independent at recalling the spelling strategies they are being taught.

Staff may help them use the resources but will not give a spelling if it is something they should be expected to know and have a go at with their current spelling/phonics knowledge.

It is important that spelling mistakes within writing are identified and corrected. Any spellings that are frequently misspelt must be the focus of attention so that the correct spelling is learned. It is important that we do not discourage children from trying to use more adventurous vocabulary by over correcting spellings. We remind children not to avoid the use of a word just because they are unsure of a spelling.

Children are positively encouraged to have a go at spelling words, which are trickier to spell even if they get them wrong, rather than them using a simpler word, thus up levelling their work.

Staff use the marking policy to indicate which spellings the children need to practise.

### **Impact and Assessment**

Children in EYFS and KS1 are assessed regularly using our school phonics assessments and tracker and are moved to the next phase when it is appropriate. Those KS2 children requiring phonics are also assessed half termly to track progression and identify further learning needs. All pupils who are learning phonics are tested on the tricky words. Children in KS1 and KS2 are tested on the age appropriate words for their year group each term. Weekly Spellings are sent home for practise.

### **Intervention**

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SENCO and the parents. SEN children may follow specific programmes.

### **Links to other Policies**

- English Curriculum statement
- English Policy / Grammar and Punctuation policy
- Phonics Policy
- SEND Policy
- Marking Policy

### **Equality Act 2010**

#### **Protected Characteristics**

At St Oswald's we have a due regard to eliminate discrimination, harassment or victimisation when we teach English. We aim to remove or minimise any disadvantage connected to a relevant protected characteristic.

We tackle prejudice within English and promote understanding. We do not treat anyone differently based on the following protected characteristics; Age, disability, sex, race, pregnancy/maternity, marriage/civil partnership, sexual orientation, religion and/or belief, gender reassignment.

All learning and teaching in English is accessible for all.

#### **Assessment**

In English we assess through a variety of different ways. We use formative assessment using activities which we can integrate into children's learning; quizzes, recall knowledge Mats, diagrams, videos, recordings, mind mats, etc...

We assess what the children already know and then at the end of the topic/unit we assess what knowledge the children have attained.

This is then recorded termly onto I track enabling the next class teacher to be able to view the knowledge the child and/or cohort have acquired and then what specific knowledge gaps there are in order for them to direct their teaching.

### **Monitoring of the Policy**

This policy will be monitored by the English Subject Leader. Its implementation will be monitored during each academic year.

### **Policy Review**

The policy will be reviewed in July 2024