

Martley CE Primary School



Spelling Policy



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Introduction

At Martley CE Primary School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

Aims:

- Develop and teach the children to use a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings
- Promote a positive and confident attitude towards spelling
- Help children to use a range of dictionaries and spell checks effectively
- Provide equal opportunities for all pupils to achieve success in spelling
- To guide each child towards becoming an effective speller

This policy supports our school aim of raising standards across the school in English.

Teaching and Learning

Spelling is taught as part of a planned programme, following the requirements of the new National Curriculum. In Year 2, spelling is still taught daily as a phonics session and in Years 3 - 6, spelling is taught **at least** three times a week. In addition, handwriting lessons and shared/guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings.

Early Years Foundation Stage (EYFS) & Key Stage 1

Use of high quality phonic programme High quality phonic work is taught systematically from Reception to Year 2. Where appropriate, Year 2 will follow the '**No Nonsense (Babcock) Spelling**' programme.



'**Letters and Sounds**' are used together with Jolly Phonics and some Read Write Inc. resources. A discrete period of 20mins will take place daily within Key stage 1. Children will be taught:

- The grapheme -phoneme correspondence in a clearly defined sequence
- The skill of segmenting words into their constituent phonemes to spell
- That blending and segmenting are reversible processes

High Frequency & Common Exception Words

Throughout each phase the high frequency words will be taught along with the common exception words. Children will use the Look Say Cover Write Check system for learning a new spelling along with a variety of other methods as specified in the Babcock 'No Nonsense Spelling' programme.

Key Stage 2

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum. These are supported by 'No Nonsense Spelling' (Babcock). Spelling sessions take place **at least** three times a week to ensure children have the opportunity to practise and embed new spellings. This will include the learning of the statutory word lists in the 2014 English curriculum. Where necessary, some pupils will consolidate the phonic knowledge and skills from Key Stage 1.

Planning

Teachers in KS1 are to use the 'Letters and Sounds' planning supplemented by additional sounds as specified in the 2014 National Curriculum. KS2 staff use Babcock's 'No Nonsense Spelling' lesson plans and resources. Planning across the whole school follows the sequence of 'Revise, Teach, Practise and Apply/Asses'. Where pupils have made limited progress, individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEND coordinator and parents.

Resources

To enable all children to develop the range of strategies taught, classrooms will be well equipped to support the different activities and learning styles. Resources may include: whiteboard and pens, ICT spelling games. Magnetic letters, word banks (including cross curricular words as well as high frequency and common exception words), word cards, thesauri, dictionaries, picture dictionaries and wall charts.



Assessment

Children are assessed at the end of each phase during the 'Letters and Sounds' programme before moving onto the next phase. There are no weekly spelling tests as evidence suggests that children do not learn spellings through testing alone, but through regular reviews of previous learning and application in their work. When marking, teachers do not correct beyond what has been taught about spelling. Once a child is secure in their spelling of a word, it will not be accepted spelt incorrectly. Spelling assessments are administered in **Key Stage 2 on a termly basis** using the **Blackwell Spelling Assessment**. As part of the end of **Key Stage 1 and 2 testing**, the children in Year 2 and 6 will undertake the 'Spelling, Punctuation and Grammar' test.

Monitoring and Evaluation

Teaching staff monitor their pupils through observation, teacher assessment, marking work and regular reviews. The English subject leader will review the spelling across the school and will work with the SLT to evaluate and amend the policy accordingly.