

# **THOMAS WILLINGALE PRIMARY AND NURSERY**

## **SPELLING POLICY**

### **Introduction**

This is a working document, which reflects the ethos and practice within the school in relation to the teaching of Spelling. It has been written with due regard to the requirements of the New National Curriculum for English and it will be monitored and evaluated according to changes within these documents as and when they arise.

### **Rationale**

At Thomas Willingale we aim for all children to achieve the highest possible standards of spelling. We want children to spell well and to achieve satisfaction in spelling. Whilst we do not want a fear of incorrect spelling to undermine children's willingness and motivation to write using a broad range of ambitious vocabulary, we expect teachers to set clear expectations for children, so that all words previously taught are spelt correctly and that children have a range of strategies to help them spell unknown words. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has the profound effect on the writer's self-image, therefore, we believe that a positive, motivating and interactive approach to spelling will encourage children to recognise their achievements. Through careful teaching and using specific strategies to develop spelling through its stages, we can encourage children to investigate and overcome spelling problems, thus becoming more confident writers. We recognise that spelling is a fundamental part of the writing process and believe that when spelling becomes automatic, more thought and creativity can be put into the exact content of what is written.

### **Aims**

At Thomas Willingale we aim:

- To provide a rich and lively learning environment, supported by well-chosen word resources and interactive displays to enhance pupils' learning.
- To teach spelling systematically throughout the school.
- To teach Phonological Awareness, Word Recognition, Graphic knowledge and Spelling knowledge.
- To encourage children to develop and learn frequently used words, as indicated in the National Curriculum for English.
- To equip children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- To make children aware of the Writing Process so that they can write fluently, confidently and independently, concentrating on Spelling when and where it is appropriate.
- To learn and practise a fluent joined style will support the children's spelling development.

## **Roles and Responsibilities**

### **The Staff**

- To ensure that teachers plan for the teaching of spelling every week and that planning is shared with members of support staff, who are also responsible for delivering spelling programmes to targeted groups of children.
- To ensure that spelling related terminology is used eg grapheme, phoneme.
- To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply.
- To ensure that children know the alphabet fluently and they recognise that each letter has a name and a sound.
- To ensure children can recognise vowels and consonants.
- To ensure children say the spelling words correctly so they can then break them down accurately into the phonemes.
- To teach a range of approaches to learn spellings.
- To discuss sound patterns, **function patterns**, **meaning patterns** and word-building patterns.
- To provide children with a range of strategies to help them become secure with spelling rules and display these on the working wall.
- To provide the children with opportunities to investigate spelling patterns.
- To ensure children's spelling is assessed on a regular basis and that this is used to inform future planning.
- To ensure that everyone shares good practice, reviewing this on a regular basis, to ensure there is continuity.
- To set clear expectations when the children start to write. Reminding them of the strategies, rules and conventions that they can apply.
- Only mark spellings that have already been taught, are already known or are on display.
- To analyse children's errors.
- To provide feedback and time to respond.

### **The Pupils**

- To use the strategies taught to them, to help secure spelling skills.
- To watch the shape of the teacher's mouth when they say the spelling word.
- To be able to identify the most effective methods to help them to learn and recall spelling rules.
- To practise, at home, the government spelling lists for homework. This is given to children at the beginning of the year.
- To transfer skills to their written work, correctly spelling words that have been learnt.
- As children write in KS2, they should underline any spellings they are unsure of. At the end of their composition they will be given time to make corrections. **When making corrections to their spellings, children should break the words down into syllables and make 3 attempts at spelling the word correctly.**

### **The Parents**

- To support their children in the learning of spelling.
- To be familiar with the strategies that the children are encouraged to use to help them to learn their spellings.

## Teaching and Learning

Teaching and learning in the Foundation Stage and Key Stage 1 is strengthened by the use of a high quality phonics programme, alongside the National curriculum for English requirements for spelling in years 1 and 2. Letters and Sounds will be used with a variety of other resources for 30 minutes every day.

Children will be taught:

- The alphabet to fluency.
- The grapheme-phoneme correspondence in a clearly defined sequence, using Letters and Sounds as a basis for this sequence.
- The skill of segmenting words into their constituent phonemes to spell.
- That blending and segmenting are reversible processes.

Children in EYFS and KS1 are taught in smaller phase groups led by teachers and teaching assistants. These groups may include children from different year groups. Children are assessed at the end of **each half term according** to their phase as phonics groups are fluid. Children who are identified as struggling in spelling may participate in various interventions groups such as;

Phonological Awareness (3 times a week)

Toe by Toe (daily for 15 minutes at a time per child)

## High Frequency Words

Throughout each phase the tricky high frequency words will be taught. These will be referred to as Tricky Words (these are words which cannot be spelled using phonic knowledge alone at the phase they are introduced). Each teacher will use a variety of methods to ensure the correct spelling of the high frequency words appropriate to each phase plus subject specific vocabulary. Other memory strategies to support learning of high frequency (Tricky words) or subject specific vocabulary include;

**Syllables** – To learn how many syllables are in words.

**Root words** - To learn root words and be able to add prefixes and suffixes.

**Mnemonics** – To help remember tricky spellings.

## Transition from Year 1 to Year 2

By the end of Year 1, the expectation is that most children will be secure at phase 5, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. This is addressed in the spelling requirements for Year 2.

## Key Stage 2

At Key Stage 2 children will continue to use the spelling related terminology and continue to practise their alphabet, ensuring fluency. There is an emphasis on the recognition of letter strings, visual patterns and **analogies**, the application of spelling conventions, the morphology of words and the use of a range of word resources, such as dictionaries and thesauri. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills taught in Key Stage 1. Children in year 3 who require extra support are put into groups accordingly in order to help them become more secure.

Key Stage 2 children spend 4 sessions a week (for approximately 20 minutes) at the beginning of their English lessons focused on spelling. The long term plans for teaching spelling in Key Stage 2 are taken from the Spelling appendix in the National Curriculum for English. (Appendix A). All children participate in a spelling test at the end of every week; this is for children and their teachers to assess progress. Rising Stars Spelling and Assessment take place every term across KS2.

When marking, teachers do not correct beyond what has been taught about in spelling (approximately 3 spelling mistakes to be corrected).  
Highlighted spellings are self -corrected by children as part of next steps.

**Inclusion**

Some children, who may be experiencing difficulties, will be given additional support in small groups or one to one led by teachers or teaching assistants. Their progress will be closely monitored by the class teacher in conjunction with the Inclusion leader/ SENCo where relevant.

Spelling Policy updated September 2020

The English Working Party and Jackie Burgess.