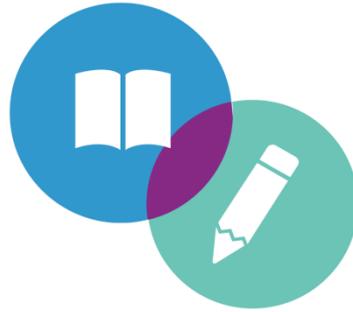


SPELLING POLICY



CURRICULUM INTENT STATEMENT:

At TWS the curriculum is designed so that it builds on children's prior learning, provides hands on and enriching experiences, allows the children to develop aspirations, resilience and independence and become articulate, creative individuals.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school and the local and wider community. We are respectful of everyone. We provide a creative and linked curriculum that enables children to make connections, embed learning and build on their knowledge. Children are given opportunities outside of the National Curriculum that enhances and enriches their learning, giving them real life experiences and allowing them to think in enterprising ways.

We believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children will leave Thomas Willingale School and Nursery with high aspirations and a strong sense of belonging, they will have the confidence and skills to articulate themselves, make decisions, make connections and self-reflect enabling them to be lifelong learners.

Curriculum Drivers			
<u>Oracy</u> To ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.	<u>Environment/Community</u> Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.	<u>Independence</u> Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.	<u>Positive Growth</u> To instil a positive mindset which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.

SPELLING POLICY



Basic principles

- Learning is a change to long term memory.
- Our aims are to ensure that our pupil experience a wide breadth of study and have, by the end of each Key stage, long- term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent Model

- **Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the background of our students, our beliefs about high quality education and values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- **Cultural capital** gives our children the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values.
- **Curriculum breadth** is shaped by our drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academic scholars.
- Our curriculum distinguishes between subject topics and threshold concepts. **Subject topics** are the specific aspect of subjects that are studied.
- **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards and backwards engineering’ of the curriculum, students return to the same concepts over and over and gradually build understanding on them.
- For each of the threshold concepts three **Milestones**, each of which include the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.
- **Knowledge categories** in each subject give students a way of expressing their understanding of the threshold concepts.
- **Knowledge webs** help students to relate each topic to previously studied topics and to form strong, meaningful schema.
- **Cognitive science** tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
- Within in each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the ‘advancing’ stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time scale for sustained mastery or greater depth is, therefore two years of study.
- As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirscher and Rosenshine who argue for direct instruction in the early stages of learning, and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.
- As part of our progression model we use tasks in curriculum books which shows our curriculum expectations. Teacher assessment is then recorded twice yearly.

SPELLING POLICY



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 New 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.

SPELLING POLICY



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 spellings are set at an appropriate level for the child and build on what they already know and can apply.
- To teach a range of approaches to learn spellings.
- To provide children with a range of strategies to help them become secure with spelling rules.
- 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.
- 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 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.

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 New National curriculum for English requirements for spelling in years 1 and 2.

In Reception and Year 1 Phonics Bug is used to teach phonics for 30 minutes every day. Children will be taught:

- the grapheme- phoneme correspondence in a clearly defined sequence, using the Phonics Bug Club structure.
- the skill of segmenting words into their constituent phonemes to spell.
- that blending and segmenting are reversible processes.

Year 2 recap the Phase 5 phonics using Phonics Bug Club at the beginning of Autumn Term. They then move onto the Twinkl spelling scheme which is followed termly. Within this scheme, there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions.

SPELLING POLICY



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 through the Twinkl spelling scheme for Year 2.

Children in Year 2 have weekly spellings that they take home to learn and are then tested on. Children have 2 x 30 minute spelling lessons where the spelling rule is explained and children can apply what they have learned. They also have an additional session to practise the spellings. The spelling test takes the format of a dictation where the teacher reads a sentence aloud and the children write the word on the line to show the omitted word.

Key Stage 2

At Key Stage 2, the Twinkl spelling scheme will be followed termly. Within this scheme, 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.

Key Stage 2 children have one full spelling session a week (for approximately 30 minutes) at the beginning of the week. Later in the week, the spellings are revised within a handwriting session (for approximately 30 minutes). The long term plans for teaching spelling in Key Stage 2 are taken from the Spelling appendix in the new 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.

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

Spelling Policy updated January 2023 – Stacy Dennis and Kirsty Sheptuha

