



# SPELLING POLICY

## School Mission Statement

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

## Aims

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: May 2016

Date reviewed	Changes made	Signed

# Garstang Community Primary School

## English Curriculum Policy

# Spelling

May 2016

At Garstang Community Primary School, 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.

In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our pupils to enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

## English Curriculum Policy – Spelling

### **Aims of Spelling Teaching at Garstang Community Primary School**

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. When spelling, our pupils:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- write with confidence and creativity, while developing the skills to self-edit, correct and improve
- be imaginative, creative and challenge themselves

### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

### **Governing Body**

Regular reports on the progress of our English curriculum are made to the Governing Body via the English Curriculum Link Governor and through the English Curriculum policy. This policy is reviewed every year, and in light of statutory changes to the National Curriculum.

### **Approaches to spelling**

#### **EYFS and Year 1**

In EYFS and Year 1 and our pupils follow a high-quality, systematic programme of phonics teaching following the *Letters and Sounds* (DfE 2007) teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention. The National Curriculum spelling objectives for Year 2 work in line with Phase 6 of *Letters and Sounds*.

From Year 2 onwards, pupils are taught the age related spelling content using a published scheme 'No-Nonsense Spelling'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

Organisation of No-Nonsense Spelling:

- In Year 2, pupils participate in five spelling sessions per week
- In KS2, pupils participate in five spellings sessions across two weeks

Our pupils are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading and shared writing.

A typical learning sequence is as follows:

### **Revise**

Activate prior knowledge

Revisit previous linked learning

### **Teach**

Introduce the new concept

Explain

Investigate

Model

### **Practise**

Individual/group work

Extend/explore the concept independently

Investigate

Generalise

### **Apply/Assess**

Assess through independent application

Explain and demonstrate understanding

### **Strategies for Learning Spellings**

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support pupils' spelling across school and at home. A more detailed description of each strategy can be found in the 'No Nonsense Spelling' teachers handbooks.

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables

### **Approaches to Teaching Spelling**

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the *learning* of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

Our pupils use a Spelling Journal which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with their parents.

### **Dictionaries**

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Oxford English Dictionary. This ensure that our pupils make progress in their dictionary skills from EYFS through to Year 6 and beyond.

EYFS and Year 1      Oxford First Dictionary

Year 2              Oxford Junior Illustrated Dictionary

Year 3 and Year 4      Oxford Primary Dictionary

### **Applying the Learning**

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go'
- Personal spelling journal
- Dictionaries

### **Marking and Feedback**

In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings of high frequency words are identified. When returning to look at feedback, our pupils are asked to practise each correct spelling three times. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

### **Assessment**

The assessment of spelling is in line with the school's Assessment Policy.

There is little evidence that learning spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Garstang Community Primary School, our assessment is mainly through assessment in context. For example:

- Spellings in an unseen, dictated sentence
- Spellings in independent writing
- Evidence in Spelling Journals

In addition, we use half-termly, and an end-of-year test, published by Rising Stars to support our teacher assessments in Grammar, Punctuation and Spelling.

### **Inclusion**

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up.

Rigorous, ongoing assessment for learning ensures that teaching and learning activities are aimed at the point at which these pupils can develop their understanding and skills

Our assessments enable us to quickly identify individuals or groups of pupils who are falling below age related expectations. Steps are immediately identified to improve the attainment and progress of these pupils. Our current suite of intervention programmes includes:

- Bounce Back Phonics
- Rapid Phonics
- IDL (Dyslexia, spelling, reading)
- AcceleRead AcceleWrite

### **Parental Involvement**

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our annual Key Stage meetings and through parental workshops.

In order to ensure success and enable deeper learning, we give our pupils no more than five words per week to learn at home. We encourage our pupils to spend some time every day learning these spellings. Spelling homework should reflect the strategies being used in the classroom.

Regular communication with parents, especially in relation to spelling is essential. In addition to our procedures for termly reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

The parent's role in supporting their child's progress in spelling is a key focus of our annual EYFS and Key Stage meetings. Additionally, over a period of time, we deliver parental information workshops on the subjects of reading, phonics and GPS.

### **Role of the Subject Leader**

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments

- managing our school library
- provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment
- reporting to the school's Governing Body

## **Conclusion**

This policy should be read alongside other school policies including:

- English Policy
- Phonics Policy
- Handwriting Policy
- Teaching and learning policy
- Assessment, marking and feedback policy
- SEND policy
- Computing policy
- Equal opportunities policy
- Acceptable use policy