



# 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: September 2016

Date reviewed	Changes made	Signed
July 2017	Full review	ST
October 2019	Full review. New interventions added and new spelling scheme	SN

## English Curriculum Policy - Spelling

**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 enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.**

This Policy should be read alongside the GCP English Curriculum Policy.

### 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
- are imaginative, creative and challenge themselves

### Approaches to spelling

#### EYFS and Year 1

See also the GCP Phonics Policy.

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.

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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 either ‘No-Nonsense Spelling’ or ‘Spelling Shed’ or a combination of both published schemes dependent on what the teacher feels is most appropriate for the pupils. These schemes of work provide us with a manageable tool for meeting the requirements of the 2014 National Curriculum, have a clear progression through blocks of teaching units across the year and support 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

### Organisation of Spelling Shed:

The Spelling Shed scheme of work has been designed to give 100% coverage of the English primary National Curriculum. It is divided into six stages, each stage corresponding to the respective school year. Within each stage there are weekly objectives and spelling lists that give a steady progression through the curriculum as well as review and challenge lists to extend vocabulary. For each week's spelling list there is a traditional printable practice

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sheet that follows the look-cover-write-check format. There is also a printable activity for each list that can be used in class, as a homework or where technology is not available.

In addition, pupils across the school are given their own unique login to the Spelling Shed website. Here they can play a variety of spelling games based on their weekly words and teachers can track individual progress. The website is set up so it is easy for teachers to personalize spelling in line with each pupil's needs, choosing from a range of pre-generated spelling lists or creating their own.

### 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

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- Year 3 and Year 4 Oxford Primary Dictionary
- Year 5 and Year 6 Oxford School 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
- ‘Which looks right?’ spelling sheets
- Dictionaries

### **Marking and Feedback**

See the GCP Assessment and Feedback Policy.

### **Assessment**

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

### **Inclusion**

See page 9 of our English Curriculum Policy.

### **Parental Involvement**

See page 10 of the GCP English Curriculum Policy.

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

See page 11 of the GCP English Curriculum Policy.

### **Linked Policies**

This policy should be read alongside other school policies including:

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