

Edinburgh Primary School

Spelling Policy

At Edinburgh Primary School, we firmly believe that good spelling is an essential skill which allows children to communicate their understanding in all curriculum subjects. However, we also recognise that in order for pupils to develop into effective and confident writers with accurate spelling, explicit, structured and good quality teaching of spelling is essential from Reception to Year 6.

Aims

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so, we aim to:

- 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.
- Enable children to write independently and enhance proof reading and editing skills.
- Encourage children to identify patterns in words and spellings.
- Promote a positive and confident approach towards spelling.
- Help children realise spelling is a lifelong skill.
- Provide equal opportunities for all pupils to achieve success in spelling.

Teaching and Learning

Specific Phonic sessions following Letters and Sounds programme are taught daily in Reception and KS1. The teaching and learning of phonics and correspondence between letters and their sounds underpins all of the spelling strategies taught across the school. Alongside the specific Letters and Sounds programme, we endeavour to teach the children a range of spelling strategies in order to appeal to a variety of learning styles.

There are the 100/200 common words which occur frequently in much of what children and what they need to write. Within phonics, children will read/write a group of these each day by applying grapheme/phoneme knowledge as it is acquired and this will help children recognise them quickly. Children will also learn that some words are tricky words and these will also be learned.

Common exception words for year 1 will be taught in 2 weekly spelling lessons for Year 1.

In Year 2 the common exception words will be taught alongside the GPCs taught in Phonics and Spelling lessons.

Words from the Statutory word lists for Years 3 and 4 and 5 and 6 will be taught within the weekly spelling lessons and word lists of these words will be sent home weekly then they will be tested within weekly spelling tests.

These include:

- Identifying syllables in words in order to break words into smaller parts.
- Identifying root words e.g. smile – smiled – smiling
- Mnemonics – making up sentences to help remember the spelling of a word.

- Finding words within words
- Using word banks and dictionaries.
- Linking handwriting to spelling and phonics in order to develop a visual memory to aid spelling.

Some children in years 3 and 4 may still need phonics, eg: To address gaps and reinforce learning. This will be taught in small groups every day for 20 mins led by support staff.

In Years 2-6 spelling is taught based upon the 2014 National Curriculum framework.

Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

Our children use a jotter or magpie book to record some of their spelling work.

Spelling activities may take the form of:

- Paired, individual, small group or whole class teaching.
- Whiteboard work
- Writing experiences through play.
- Editing and re drafting work.
- Creating word banks linked to topic work.
- Word play activities
- Action rhymes and songs
- Spelling tests (children need experience of spelling words in context, as per KS2 SATS).

Progress through the Key stages

Reception and KS1

In Reception and KS1 our pupils follow a high-quality, systematic programme of phonics teaching following 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 children to apply their phonic knowledge when spelling across the Curriculum.

By the end of Year 1, it is our expectation that the majority of our pupils will be secure at spelling Phase 5 words. The teaching of Phase 5 continues into Year 2 alongside the teaching of Phase 6 Letters and Sounds.

Year 2 to Year 6

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

Our children are also given daily spelling practice opportunities during registration, through access to display of 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

Inclusion

All of our children are provided with equal access to our English spelling curriculum. Our children are taught challenging age-related content and it is our expectation that the vast majority of pupils will achieve age-related expectations by 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.

Throughout KS2 small groups of children will work with TAs continuing with the appropriate phase of Letters and sounds, or interventions such as Word Blaze where phonic and sight knowledge is not yet embedded.

Assessment

Children's knowledge, understanding and application of spelling strategies is assessed in the following ways:

- Phonics checks – Reception and KS1 (and for some children KS2)
- Tests of High Frequency Words/Common Exception Words/Statutory Word Lists
- Weekly spelling tests
- Teacher assessment of spelling in writing activities across the curriculum
- Through statutory testing at the end of KS2

Parental Support

A letter and leaflet addressed to parents is made available at the beginning of the school year and published on the school website. This explains the school's policy on spelling giving suggestions as to how parents can help. Alongside this, parent workshops take place in Reception and Year 1 in the early autumn term to advise parents how they can support at home.

Alongside weekly homework, a list of spelling words will be sent home linked to the specific sound/letter pattern taught in class that week.

Marking

In addition we place a strong focus on spelling in all marking and feedback. During the marking of written work **all** spelling errors **are not** corrected. Common spelling errors will feed into planning and teaching. The spelling errors which should be focussed on are those which phonemes have been taught, year group common exception words or words relevant to the child's standard.

Sp is added above the word in KS1 and in the margin in KS2 for the child to correct.

Policy Success Criteria:

We know Edinburgh's Spelling Policy is effective if:

- A scrutiny of work confirms the appropriate development in spelling skills.
- Specific errors are addressed in the marking of writing tasks and impact can be seen in future writing.
- Lesson observations and drop ins show that teachers have a high expectation of spelling across all subjects.
- A higher number of children reach end of year expectations for writing as spelling is less of a barrier.

Celebration and Motivation

All staff need to ensure the importance of spelling is embedded into all learning and the expectations are clear.

Celebrating children's effort is vital.

Ensuring good spelling is rewarded in line with the whole school behaviour policy (Spelling superstar boards in shared area to celebrate achievement.

Spelling superstar certificates to be given out weekly in SLT assemblies to celebrate effort and progress)

Monitoring and Review:

This policy is monitored by the Senior Leadership Team within the processes of school /self-evaluation. The Governing Body will monitor the implementation of the policy. The policy will be reviewed two years or sooner should the National Policy Change.

The Governing Body ratified this policy: July 2018