

St. Clement's C. of E. Academy

Spelling Policy

Learning for Life, Anchored in Christ

Agreed by the Governing Body on July 2020

To be reviewed Sept 2021

ST. CLEMENT'S
C.OF E. ACADEMY

Our vision

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Rationale:

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image.

At St Clement's, we aim to equip children to spell fluently through a developmental process of investigating patterns and learning to apply a range of strategies appropriately. By adopting a consistent approach to the teaching of spelling, children will develop confidence and accuracy when spelling across the curriculum.

Aims:

- To teach children the origin of words and encourage the exploration of words
- To teach children a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Enhance proof reading and editing skills
- Help children use a range of dictionaries and spell checks effectively
- Encourage children to identify patterns in words and spellings
- Promote a positive and confident attitude toward spelling

Spelling and phonics in Foundation Stage

Children in the Foundation stage and year 1 use the 'Read Write Inc.' (Ruth Miskin), phonic programme, which focuses on teaching the development of solid phonic skills to improve reading, spelling and writing. The recommended programme in Read Write Inc. includes teaching tricky high frequency irregular words (red words).

Environment

All classrooms are 'print rich' environments. Teachers provide labels, signs, books, timetables, poems and mathematical vocabulary so that children can see the purpose of print. In addition, each classroom has RWI displays with common high frequency words and banks of power words created from the work in the sessions.

Read Write Inc sessions are taught daily in EYFS and Key Stage 1 for 30 minutes and use a variety of strategies including :

- identifying syllables in words in order to break words into smaller parts
- identifying base words e.g. smile- smiling- smiled -Analogy
- using words already known to help spell new words e.g. could would should.
- mnemonics- making up sentences to help remember the spelling of a word.
- finding words within words
- using word banks and dictionaries
- using a spell it check it book
- learning different spelling patterns and investigating new spelling rules.
- linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling

Assessment

Children are regularly assessed (every 6 weeks) and grouped into ability groups, based on the RWI phonic testing.

In Foundation stage and Year one, children are given phonemes to practise and tricky words which are sent home to read, write and play games with. The spelling lists for home learning are generated from the RWI ability groups and differentiated. These are tested on a weekly basis. Through the year class teachers also check the spelling of high frequency words.

Teaching and learning

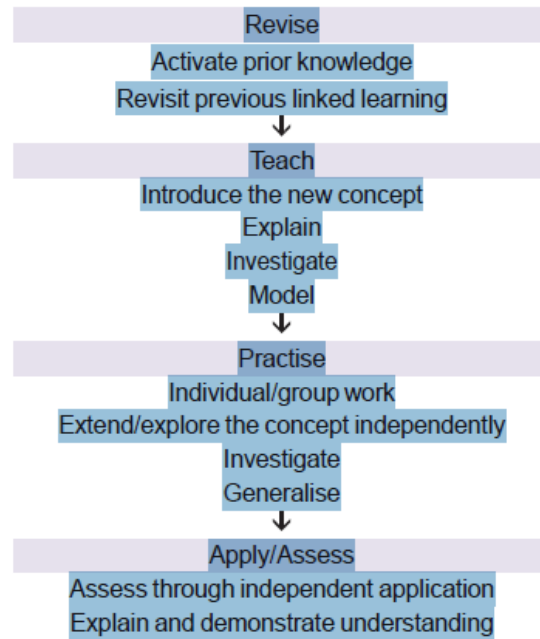
Years 2-6

Spelling is taught through the 'No-nonsense' spelling programme which is based upon the requirements of the National Curriculum and provides comprehensive progression across the years.

The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions-patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

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Each new concept is taught, practised and then applied and assessed. A typical teaching sequence is as follows:



Each lesson is 15 minutes long and lessons are delivered 5 times a fortnight following the sequence set out in the programme. Sessions are interactive and draw children's attention to the origins, structure and meaning of words and their parts, the shape and sounds of words, the letter patterns within them and the various ways they can learn these patterns.

Resources

Additional resources are used to support the teaching of spelling.

Spelling journals

Each child is provided with a blank exercise book as a spelling journal which is to be used in school during spelling lessons and during all writing lessons as a spelling resource.

Spelling journals can be used for:

- practising strategies
- learning words
- recording rules/conventions/generalisations as an aide-memoire
- word lists of really tricky words (spelling enemies)
- 'Having a go' at the point of writing
- ongoing record of statutory words learnt
- investigations
- recording spelling targets or goals
- spelling tests.

The use of spelling journals helps children to take responsibility for their spelling learning and helps teachers to see how children are applying strategies and tackling tricky spelling.

Have a go sheets

These are a key component of the strategies used at the point of writing and allow children to attempt unknown spellings. They are introduced in the year 2 programme and revisited each year.

A template is provided in the No nonsense resources and each child has a copy stuck into the back of their spelling journal to be unfolded during writing lessons.

Children use the sheets to write 2 or 3 versions of unknown spellings, referring to GPC chart or using their knowledge of spelling patterns to help.

It is important that they learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.

If still unsure of the spelling, they put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or the child if appropriate, during proofreading time.

It is important that teachers model this process during literacy and curriculum lessons. Each classroom has an enlarged version of a Have a Go sheet displayed for modelling during shared writing sessions.

Working Wall

It is important that each classroom has a small area of display space that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember should be part of a working wall for spelling.

Assessment

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing - by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Spelling tests are regularly paired activities to encourage children to discuss and explain the strategies they have used to remember spellings.

At the end of each half term, an error analysis (template included in No nonsense resources) is completed for each child based on a piece of independent writing. Error analysis can be used to assess what strategies pupils are using in their day-to-day writing and identify which aspects of spelling need to be addressed. The error analysis is then used to plan short interventions for the following half term.

Formal summative assessments are carried at the end of KS1 in Year 2 and the spelling, punctuation and grammar test in Year 6.

Learning spellings

There is a high expectation within the new National Curriculum that pupils will learn many increasingly complex words however, there is little evidence that the traditional practice of learning spellings at home and being tested on them weekly is effective.

Within the programme, learning spellings is built into each six-week block. A range of strategies for learning spellings are introduced and practised which enables children to choose the strategies they find most effective for learning different words.

Learning at home needs to be an extension of the practice at school.

To ensure this teachers will:

- limit the number of words to five a week (or ten a fortnight) to ensure success and enable deeper learning
- provide pupils and parents with a range of learning strategies which have been taught in school to use in home learning
- assess spellings in context, for example: learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences
- keep an ongoing record of words learnt and set very high expectations of correct application in writing once a word has been learned.

Spelling Bee

At the end of every term, children have the chance to represent their house team in a spelling bee. This tests the words and spelling patterns that have been learnt across the previous term.

Monitoring and Evaluation

Literacy is monitored by subject lead and SLT. The literacy lead's Action Plan and the school MER forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, family circumstances, social, ethnic or linguistic background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Review

The effectiveness of this policy will be reviewed and discussed in the Spring Term 2021, alongside any new guidance/resources schemes. Any consequent revisions to the policy will be presented to the governing body for discussion at their termly meeting in the Autumn Term 2021.