

SPELLING POLICY

INTENT

At Whitchurch Combined School, we believe that good spelling is essential for effective communication and academic success and is a skill which allows our children to show their understanding in all curriculum subjects. It is therefore our intention that all children develop secure spelling skills and are equipped with a range of strategies in order to attempt spellings before asking for adult help.

It is our intent that all our children develop a love of language and the confidence to spell more challenging and ambitious words, enabling them to express their ideas and feelings and to become efficient communicators for a wide variety of purposes.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable:

- All children in KS1 to achieve the 'Expected Standard' in Phonics and Spelling.
- All children to leave Y6 having achieved the 'Expected Standard' in Spelling.
- All children to move on to the next stage of their learning journey as confident spellers.

At Whitchurch Combined School, we aim to provide a consistent and systematic approach to teaching spelling which encourages confidence within our pupils and accuracy when spelling across the curriculum.

It is our further intent that children will be able to:

- Spell accurately and identify reasons for mis-spellings
- Proof-read and correct their spellings independently as much as possible
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses effectively

IMPLEMENTATION

Programmes of Study

Children in Reception and Key Stage One learn to spell through daily phonics sessions following Lesley Clarke's Letters and Sounds phonics scheme which is a government validated synthetic phonics programme. Based on the scheme, we have identified key milestones within each of the phonics phases that we would expect our children who are working at the expected standard to achieve. These milestones are identified in Reception, Year 1 and Year 2 and are expected to be achieved by set points throughout their phonics journey.

(See: Phonics Policy)

See Appendix 1: The Reception and KS1 milestones

In KS2, children continue to build on the firm foundations built whilst studying phonics and spellings in their early years of education. They are taught using the Spelling Shed scheme, a recognised programme of study based upon the National Curriculum framework which continues a phonics-based approach to spelling where children continue to break down spellings into the smallest units of sound and cluster them into syllables in order to read and write words efficiently. This is done along with the exploration of etymology, spelling patterns and rules.

In addition to discrete daily spelling lessons, spelling is also taught through daily whole class reading sessions and is re-enforced through handwriting practice.

Spelling Strategies

In order to appeal to a variety of learning styles, we aim to teach the children a range of spelling strategies, such as:

- The S.C.W.C strategy (say, cover, write and check)
- Identifying syllables in words in order to break words into smaller parts
- Identifying base words eg: 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
- Making links between the origin of words and their spelling (etymology)
- Using word banks and dictionaries
- 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
- The use of IT resources such as: Nessy.

SEN

At Whitchurch Combined School, we understand that children have different learning needs, and some children will require additional support to become efficient spellers. Each class teacher will identify any children requiring extra help and, in conjunction with the SENDCo (if appropriate), will plan a range of suitable activities to allow all children to be successful. This may include, for example: small focused group work, use of word banks during writing activities, whiteboard work and HFW spelling games. Where phonic knowledge has not been embedded, children will be supported by the use of intervention programmes such as:

- Tracks
- Snip
- Toe by Toe
- Working with TAs continuing with the appropriate phase of Letters and Sounds.

- Phonics-based dictionaries are provided to support children with dyslexia.

Handwriting and Spelling

Links between handwriting, phonics and spelling are also important. The regular practice of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in phonics and spelling lessons, the children will develop a good motor memory which will aid independent writing and spelling.

(See: Handwriting Script – Appendix 4 and Spelling documents - Appendices 1 - 3)

Resources

- In Reception and KS1, children have a variety of resources to support development of fine and gross motor skills which will support handwriting and spelling.
- Reception and KS1 have sets of magnetic letters
- Each class is equipped with a set of age-appropriate dictionaries.
- Children may use mini whiteboards to practise spellings.
- Once children have attained a regular, neat and consistently joined handwriting script, they will be rewarded with a handwriting licence and pen.

Progression and Assessment

Expected progression in spelling skills is clearly presented in the Progression and Skills document which matches the relative programmes of study for each year group. By the end of Key Stage 1 it is expected that the children should be able to read and spell the first 300 high frequency words (See **Appendix 2**). **Appendix 1** outlines expectations for spelling from Reception to Year 2 and **Appendix 3** outlines expectations to the end of Year 6.

Children are given time during lessons to proof-read and edit their work. As part of this process, they are encouraged to identify and correct any mis-spelled words. This helps children to take responsibility for their own learning as well as helped to commit spellings to their long-term memories.

Teachers feed back to the children through regular check-ins during lessons or written feedback as appropriate (in line with the school Feedback policy). Individual spelling targets may be given when appropriate.

Regular assessment of taught skills and spellings informs class teachers of the children's progress and where additional support may be needed. Spellings are regularly revisited from previous sessions to check that the learning is securely embedded.

As part of the end of Key Stage 2 testing, the children in Year 6 will undertake the Spelling, Punctuation and Grammar test.

IMPACT

At Whitchurch Combined School we are committed to delivering high-quality teaching of phonics and spelling, increasing the children's confidence in their writing along with developing their love for learning. By providing a consistent, systematic and ambitious approach to spelling, we are confident we support all children, including those with different needs, the necessary opportunities to be achieve success in this vital part of their English learning as well as feeling secure with this life-long skill.