



Damers
FIRST SCHOOL

Spelling Policy

Spelling Policy

“Is spelling caught or taught? For the majority of children, reading extensively is not sufficient to secure accurate spelling; spelling must be taught explicitly and systematically.”

Rationale

The teaching of phonics and then spelling aims to develop pupils as independent spellers who take an active part in their own learning. It will also enable children to decode words independently when reading and communicate more easily and effectively when writing. Pupils are taught the knowledge and skills they need to become independent spellers. In addition to this, at Damers First School we will enable all of our pupils, to develop, to their full potential, the ability to communicate effectively and confidently for a wide variety of purposes and audiences.

Aims

- To develop each child as a confident and independent speller
- To observe and monitor the progress of children, to address misconceptions and identify further targets for development
- To give every child access to regular, systematic, direct teaching and accurate modelling of spelling

Teaching and learning

The systematic teaching of phonics and spelling aims to support pupils to become natural and accurate spellers. The school approaches this in the following ways;

- In the Foundation Stage, Year 1 and where necessary in Year 2 and Key Stage 2, Little Wandle Letters and Sounds Revised phonics programme is used to give children a firm grasp of basic phonetic skills
- There is a daily discrete teaching of phonics in Foundation and Year 1 for 20 - 30 minutes
- In Years 2-4 teachers follow the No Nonsense Spelling programme and discrete spelling sessions are taught 3 times a week
- Pupils learn and practise new phonemes and sound patterns taught, including words which they find most challenging. Such words are addressed when marking pieces following our marking and feedback policy
- Using the Little Wandle Letters and Sounds Revised programme and the No Nonsense Spelling programme ensures coverage and progression of the objectives laid out in Spelling Appendix 1 from the 2014 National Curriculum which build on the children’s phonic skills and develop their awareness of spelling rules, patterns and structures
- Children are taught strategies and given resources at a developmentally appropriate level to help them become increasingly independent and confident spellers. These include the spelling environment within the classroom, e.g.

phonic displays, tricky word displays, sound mats, wordbanks and subject specific vocabulary

- Children learn how to spell and use the technical and subject-specific words which occur across the curriculum, increasing their spelling vocabulary
- Staff follow clear spelling non negotiables to ensure consistency in teaching and learning across the school (see Appendix 1)

All phonics and spelling sessions follow a four part lesson approach.

The four stages are:

1. Revisit and Review

- Practise previously learned letters/sound patterns
- Practise oral blending and segmentation

2. Teach

- Teach a new letter/sound pattern
- Teach blending/and or segmentation with letters
- Teach tricky words that cannot be decoded

3. Practise

- Practise reading/and or spelling words with the new letters/sound pattern

4. Apply

- Read or write a caption using one or more high frequency words and the letters/sound pattern learnt during the session

How spelling is taught throughout the school

Foundation Stage and Year 1

Foundation and Year 1 follow the Little Wandle Letters and Sounds Revised programme. The programme provides a full progression through all commonly occurring GPCs, working from simple to more complex, and taking into account the frequency of their occurrence in the most commonly encountered words. At each appropriate stage, the lesson templates guide teachers through the learning of GPCs, the formation of graphemes, blending for reading, segmenting for writing, and the reading and writing of simple sentences. The weekly content grids map the introduction, practice and application of each GPC, alongside the controlled learning of tricky words. The content grids, when followed carefully, ensure the secure, systematic progression required.

Year 2-4

In Year 2 and Key Stage 2, children continue to be taught Spelling Appendix 1 from the 2014 National Curriculum discretely, three times a week for approximately 20 minutes. In order to do this we follow the programme 'No Nonsense Spelling'. Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by

identifying their own spelling errors, making reasoned choices about likely alternatives and using a range of resources for making corrections.

Pupils are exposed to the 'Common Exception Words' from Spelling Appendix 1 from the 2014 National Curriculum during spelling sessions, and their knowledge of these words is assessed through marking and other in class formative assessments

Throughout the 'Appendix 1 Spelling' programme, there is an emphasis on the recognition of letter strings, visual patterns and analogies and the application of spelling conventions.

In Years 2-4, we follow a balanced spelling programme, which includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological)
- recognising how (and how far) these principles apply to each word, in order to learn to spell words
- practising and assessing spelling
- applying spelling strategies and proofreading
- building pupils' self-images as spellers

We gradually build pupils' spelling vocabulary by introducing patterns or conventions and recalling weekly, those already introduced. We aim to teach lively, focused sessions, which are enjoyable and effective, rather than just a simple skills session. We teach spelling strategies explicitly and apply these to high frequency words, cross-curricular words and individual pupils' words. Proofreading is also taught during shared and guided writing sessions.

Intervention

The Little Wandle Programme contains a programme of 'keep up' for those children who are falling behind. This is delivered to targeted groups or individuals. The teaching of phonics continues for intervention groups in Year 2 and Key Stage 2 where those individuals and groups of pupils require further support. Little Wandle 'Rapid Catch Up' materials are used for these sessions.

Involvement of Parents

Key Stage 1 teachers distribute high frequency word lists for parents/carers to support their children further at home, these are also available when necessary for those children in Key Stage 2 who are still to learn to read and write these words.

Weekly spellings are not sent home for children to learn and be formally assessed. However we recognise the important role parents/carers play in supporting their children and as such parents are informed of the spelling rules and conventions that are being

covered in class so that children can apply this knowledge to the spelling of unknown words. This is reflected in home learning and on class blogs or letters.

Monitoring and Review

In the Foundation Stage, Key Stage 1 and intervention groups in Key Stage 2, teachers monitor and assess the children's phonics progress on a regular basis. Data is gathered from a variety of sources including one to one assessments and from children's written work. More informal assessments also occur as part of daily teaching.

In addition to this, in Key Stage 2, informal testing is used as a diagnostic tool to inform future planning and grouping of children, depending on their individual spelling needs. Whenever possible, spelling errors are tackled with pupils present.

When marking written work, teachers use the Marking and Feedback Code as outlined in the Assessment Policy.

Spelling Ages are monitored alongside class teachers' concerns to identify any children that may require further support and appropriate interventions are put in place.

Date effective	May 2019	Approval	LGB
Maintenance	SLT	Role/responsibility	Lisa Keys - Literacy Leader
Date of next review	November 2022	Date of last update	November 2022

Spelling non negotiables



Classroom Environment	Teaching	Marking
<ul style="list-style-type: none"> ● Phonic code on display F and KS1 ● Common Exception Words ● Current learning on display ● Phonic code mats ● Topic related word banks/mats/lists available 	<p>Foundation/Y1 Daily session following Little Wandle Scheme</p> <p>Years 2-4 3x week following No Nonsense Spelling As above for any children still working at KS1 level</p> <p>SEN As above plus intervention/IEP time</p>	<p>Foundation Practice page</p> <p>Y1 Have a go post it notes Hangman if appropriate</p> <p>Y2-Y4 Have a go sheet Hangman marking</p> <p>Common errors recorded on whole class marking sheet to inform future teaching.</p>
Parental involvement		Assessment
<ul style="list-style-type: none"> ● CEW shared termly: at both parents evenings and the Summer Term with known words highlighted and ideas to support provided. ● Spelling Shed Years 2-4 ● Half termly communication of spelling skills Y1-4) ● Weekly communication (Foundation) 		<ul style="list-style-type: none"> ● Spring and Summer SWST assessments (Y1-4) ● Termly CEW assessment (Y1-4) ● Formative assessment (F-Y4)