



Damers
FIRST SCHOOL

Spelling Policy

Agreed by staff and Governors **October 2016**
Review date **October 2019**

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 and identify further targets for development
- To give every child access to direct teaching and accurate modelling of spelling
- In the Foundation Stage, Key Stage 1 and where necessary in Key Stage 2, the ‘Letters and Sounds’ phonic programme is primarily used to give children a firm grasp of basic phonetic skills
- There is a daily discrete teaching of phonics in Foundation and Key Stage 1 for approximately 20 minutes; each of these sessions is differentiated to address the needs of all children
- In Key Stage 1 and Key Stage 2 the Spelling Appendix 1 from 2014 National Curriculum will build on the children’s phonic skills and develop their awareness of spelling rules, patterns and structures
- Spellings are marked according to the whole school policy for marking

Teaching and learning

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

- Using the ‘Letters and Sounds’ programme and then the objectives and spelling rules laid out in Spelling Appendix 1 from 2014 National Curriculum to base planning and the series of teaching on. In Years 2-4 the “No Nonsense Spelling” programme is followed to ensure coverage and progression
- Ensuring pupils learn and practise new phonemes and sound patterns taught, including words, which they find most challenging. Such words are to be addressed when marking pieces of writing across the curriculum, through teachers drawing a wavy line underneath or highlighting the incorrectly spelt word. The teacher can then write the correct spelling above the word or in the margin

- Increasing the children’s spelling vocabulary by learning how to spell and by using the technical and subject-specific words which occur across the curriculum.

All phonics will be planned for based upon a four part lesson model outlined in Letters in Sounds. A copy of this document is saved on the server in staff documents under “spelling”. 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

All spelling will be planned for following the approach outlined in Support for Spelling (a copy of this document is saved on the server in staff documents under “spelling”).

1. Revisit, explain, use

- The first part of the sequence consists of lively oral and quick-write activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part of the sequence is that children use the words orally, in context, so that they have a clear understanding of what they are learning. For example, in a unit related to learning the correct spelling of verb endings, the children need to have a clear understanding of the concept of tense.

2. Teach, model, define

- Provide a range of direct teaching activities, including teacher modelling and involving the children in the new learning. For example, after an introductory activity based on the spelling of plurals, the teacher and children define the categories and generalise the rules for their formation.

3. Practise, explore, investigate

- Provide children with the opportunity to work independently, in pairs or in small groups, using a range of strategies to practise and consolidate new learning.

4. Apply, assess, reflect

- revise new learning
- apply the words orally and in writing
- reflect and assess progress
- ask children to apply their learning in writing

How spelling is taught throughout the school

Foundation Stage

We take an interactive and multisensory approach to the teaching of phonics, where all pupils are actively involved and engaged in the learning of new sounds. The emphasis is on linking the teaching and practising of letter shapes and patterns with the development of pupil's ability to listen to, and discriminate between, the sounds which make up a word. Much of this occurs through games and activities, which encourage focused listening, including 'Jolly Phonics', where children learn songs and actions to accompany the new sound they are being taught. Pupils learn at an early stage how to discriminate and make connections between letter sounds used in reading (phonemes) and letter names used in spelling (graphemes). Phonics is taught on a daily basis.

Key Stage 1

The 'Letters and Sounds' programme continues to be taught on a daily basis through differentiated sessions. We aim for pupils to complete the programme (Phases 1-5) and include the objectives from Spelling Appendix 1 from 2014 National Curriculum by the end of Year 2. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound when writing. In addition to this, pupils learn how to read and spell 'Common Exception Words', as listed in the Spelling Appendix 1 in the 2014 National Curriculum.

The aim by the end of Key Stage 1 is for pupils to be able to learn and investigate how to use common spelling patterns and frequently used prefixes and suffixes in their writing. Pupils will, as a consequence, become increasingly more independent and be able to begin to identify reasons for misspellings in their own writing.

Key Stage 2

In Key Stage 2, children continue to be taught Spelling Appendix 1 from 2014 National Curriculum three times a week for approximately 20 minutes. These sessions continue to be interactive and all children are engaged. The teaching of phonics continues in intervention groups in Key Stage 2 for those individuals and groups of pupils who require further support. Those children still requiring phonics teaching and the opportunity to consolidate their phonic knowledge and skills from Key Stage 1 receive this during a separate session. This approach means the children are still being taught and cover the statutory requirements of spellings for their appropriate age group.

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 words from the 'Common Exception Words' from Spelling Appendix 1 from 2014 National Curriculum during spelling sessions, and their knowledge of these words are assessed through marking and other in class 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 Key Stage 2, 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.

Across the school, teachers use their professional judgement in order to pitch the pace of their spelling sessions. Those that find spelling trickier will be taught the words and rules at a slower pace to ensure their understanding is solid before moving on. Those who find spelling easier will investigate extensions and exceptions to the rules they are being taught.

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 Foundation Stage and Key Stage 1, teachers monitor and assess the children's phonic 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. Children's progress is recorded termly on the phonics tracker.

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.