

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Spelling

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SPELLING POLICY

Context

At St. Philip Neri with St. Bede Catholic Primary Academy, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. We aim that our pupils enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

Intent

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils progress through our Key Stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. When spelling, it is our intent that pupils:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling;
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing;
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve;
- Be imaginative, creative and challenge themselves.

Implementation

How is Spelling taught in Foundation Stage?

In Foundation Stage, spellings taught are always linked to phonics, focusing on the phoneme to grapheme correlation. Children's reading books are matched to the letters and sounds being taught to reinforce learning. These reading books are sent home to enable parents to support pupils with their reading. Across Foundation Stage, a 'Tricky word Thursday' is held weekly where spellings are not linked to phonics but are instead linked to high frequency words, which are not phonetically decodable. Spellings are not sent home to be practised.

How is Spelling taught in Year 1?

Spellings taught are linked to the daily phonics lesson. Each week, 10 spellings are sent home to be practised: 8 of these are phonetically plausible and linked to the letters and sounds being taught that week, the other 2 are tricky words taken from the Year 1 Spelling List in Appendix A of the National Curriculum. A Spelling Test is then conducted (*See Appendix 1*). The results of these tests are monitored and tracked by the class teachers. Where children do not appear to be spelling words successfully in their weekly tests, this is investigated and where appropriate, intervention programmes may be delivered to address any misconceptions. Additionally, if pupils do not appear to make the expected progress in their phonics lessons, they may receive intervention to diminish the difference. Further to this, the Statutory Requirements of Spelling for Year 1, which are not phonics based, are delivered as part of the daily English lesson. For example, adding *s* and *es* to words, adding the endings *-ing*, *-ed* and *-er* to verbs where no change is needed to the root word etc.

How is Spelling taught in Year 2 and Year 3?

Spelling continues to be linked to phonics until assessments confirm that pupils demonstrate a complete understanding of the Little Wandle letters and sounds programme. If phonics has not been mastered by Year 3, this will be developed in small groups as part of an intervention programme.

To fulfill the Statutory Requirements for Spelling from Year 2 to Year 6 as outlined in the National Curriculum, teachers use the scheme, No Nonsense Spelling. As part of this programme, teachers use eight strategies, which support pupils to learn spelling rules and patterns. These are:

1. Look, say, cover, write, check
2. Trace, copy and replicate (and then check)
3. Segmentation
4. Quickwrite
5. Drawing around the word to show the shape
6. Drawing an image around the word
7. Words without vowels
8. Pyramid words

In Year 2 and Year 3, teachers attempt to marry one of the above strategies with the spellings being taught. From Year 4, children are then able to choose the strategy they feel will support them best when learning new spellings.

Formal spellings are sent home each week; children receive 10 words per week to learn. To support children to develop their spelling accuracy, these words will follow a given spelling rule or pattern. A weekly spelling test is given to children so teachers are able to assess each child's success. These weekly tests are administered in the same way that spellings are assessed in SATs tests at the end of Key Stage 1 and Key Stage 2 (*see Appendix 1*). Where spellings have been marked wrong, children correct each of these three times after the test has been marked.

How is Spelling taught in Year 4, Year 5 and Year 6?

All teachers from Year 4 to Year 6 continue to follow the No Nonsense Spelling programme. From Year 4, children are able to choose one of the eight strategies modelled in Year 2 and Year 3 that is right for them. Where appropriate or necessary, adults may still model appropriate strategies.

Formal spellings continue to be sent home each week. As with Year 2 and 3, children receive 10 words per week to learn. To support children to develop their spelling accuracy, these words will follow a given spelling rule or pattern. A weekly spelling test is given to children so teachers are able to assess each child's success. These weekly tests are administered in the same way that

spellings are assessed in SATs tests at the end of Key Stage 1 and Key Stage 2 (see Appendix 1). Where spellings have been marked wrong, children correct each of these three times after the test has been marked.

Impact

To measure the impact of the teaching of spelling, teachers in Foundation Stage and Key Stage 1 use *PhonicsTracker* to carefully track and analyse children's phonetical achievement. This tracking and analysis then informs next steps whereby pupils may receive 1:1 or small group support to keep up with their peers.

For pupils from Year 2 to Year 6, teachers mark each child's weekly spelling test and record these marks. Where pupils do not achieve scores of 7 or 8 out of 10 over a sustained period, teachers will investigate this – is it because the words are too difficult? Are spellings not being practised? Are the children not using spelling strategies to help them learn their spellings? Plans will then be put in place to try and improve the performance of these pupils. Pupils are also expected to use learnt spellings in their written work across the curriculum to demonstrate correct spelling and application of these words.

Teachers are mindful of the spellings rules that have been taught, particularly when modelling writing and will use words that are part of spelling rules previously taught. Pupils are expected to spell previously taught rules correctly when writing.

Termly Spelling Assessments are completed from Year 1 Summer Term to Year 6 Summer Term as part of the Spelling, Punctuation and Grammar Paper. The results of these tests are collected by teachers and monitored. Provision Mapping is formed using the outcomes of these tests.

Appendix 1: What does the weekly Spelling test look like?

Teachers or TAs will administered the weekly Spelling Test. These tests typically take no more than 10 – 15 minutes and children will usually be asked to spell 10 words. To support children’s understanding of the words being spelt, they are presented as part of a sentence in context.

The test will be conducted using the format below:

1. Give the spelling number.
2. Say: The word is...
3. Read the word as part of a sentence in context.
4. Repeat: The word is...

Example:

1. Spelling 1.
2. The word is **creature**.
3. The dragon is an imaginary **creature**.
4. The word is **creature**.

Adults administering the test must take care not to overemphasise spelling when reading out the words.