



Staplehurst School

Spelling Policy

Learning & Development Committee notified of Headteacher's ratification of policy

**21 January
2015**

Policy to be next reviewed

**Spring Term
2018**

Document History

Version	Release Date	Description of Changes	Author
1.0	January 2015	New policy.	Chloe Smith

Context

“The overarching aim for English in the National Curriculum is to promote high standards of literacy equipping pupils with a strong command of the written and spoken word.”

The National Curriculum in England, July 2013

Within The National Curriculum, English is broken down into four key areas:

- Spoken Language
- Reading
- Writing (which includes Transcription – spelling and handwriting)
- Spelling, Grammar and Punctuation

“Writing down ideas fluently depends on effective transcription: that is on spelling quickly and accurately through knowing the relationship between sounds and letters(phonics) and understanding the morphology (word structure) and orthography(spelling structure) of words.”

The National Curriculum in England, July 2013

Overview

“Children’s learning to spell is closely related to their understandings of how spoken language is written down”

Understanding Spelling, O’Sullivan & Thomas (2007)

In order to support the development of children’s spelling in school, children are taught a wide variety of strategies, to support a range of individual learning styles, within a rich, literate environment.

Spelling requires direct teaching. This extends far beyond giving out lists of spellings for children to learn and correcting spellings in children’s written work (although the latter is still an important teaching tool). When teaching spelling, we refer to the Read Write Inc (RWInc) programme in Early Years and Key Stage 1. In Years 1 and 2 whilst there is still direct teaching of phonics, reference is made to the National Curriculum and key elements of spelling are taught as described there. As children move into Key Stage 2, whilst some phonics teaching might initially continue, we move into a wider range of spelling teaching strategies which encompasses: a phonological awareness, developing a sense of patterns used in spelling, making analogies with known words and connecting particular patterns in words to word meanings. Children are also taught the structural and semantics aspects of spelling, eg. Verb endings such as –ed, common suffixes such as –ly or prefixes such as inter-. What is absolutely key when teaching spelling is the provision of a wide range of writing opportunities and an encouragement of trying out unfamiliar language.

It is essential that spelling skills are taught consistently as children progress throughout the school.

Early Years Foundation Stage

Children follow the RWInc programme experiencing discrete phonics teaching sessions every day. In Early Years, RWInc takes place every day for 15-20 minutes. During the year, adults working within the team will teach groups in rotation so that children will have opportunities to work with a different member of staff. At the start of the year children are taught set 1 sounds and the ability to blend. Once this has happened the children are assessed and put into ability groups.

Within the RWInc sessions, children are provided with regular opportunities to read and write, enabling them to practise letter and word formation. Key words are displayed in their learning environments. These may be shared with parents and carers to support their children’s spelling at home.

Assessment records are kept of children’s progress in phonics and is tracked.

Key Stage 1

As children move into Key Stage 1, they continue to follow the RWInc programme, again experiencing discrete daily phonics sessions. Children will experience fluid groupings (across the Key Stage): they will work in ability groups according to their phonics ability with other children from Year 1 or Year 2. This enables teachers to tailor their teaching to specific needs as well as to ensure children's learning is not limited. RWInc sessions in KS1 take place each day for 15-20mins.

Teachers will also refer to The National Curriculum when planning English and they will teach specific spelling objectives from it. In addition, children will continue to be provided with rich literacy learning, with regular opportunities to practise their reading and writing across a range of genres and contexts.

Children who have been assessed as above Grey level in RWInc and show that they can apply their phonic knowledge in both their reading and writing will move onto RWInc Spelling programme.

Assessment is used to plan for children's future learning and to ascertain children's phonic grouping.

In Year 1 children are subject to the statutory Phonics Screening Test and parents are informed of the outcome. Those children who do not secure a 'pass' in Year 1 will be retested in Year 2 and, again, parents will be informed of the result.

Key Stage 2

In Key Stage 2, teachers use both the RWInc spelling and phonic programme and the National Curriculum to guide them.

Year 3 & 4:

In Year 3 some children may continue to work on phonics through the RWInc programme); however, the expectation is that most children will move on to work planned from The National Curriculum and RWInc Spelling programme. They may also use other resources as and where appropriate.

Years 5- 6:

The expectation in Years 5– 6 is that children will be working to the objectives in The National Curriculum. Teachers will refer to Spelling lists and Strategies set out in The National Curriculum and a range of other resources to support learning and teaching.

Spelling is modelled consistently within the wider teaching of English – shared and guided reading, shared writing, word and sentence level work, opportunities for independent and group work. These all offer valuable opportunities for teaching spelling.

Assessment

Children working at Phonic level are assessed termly by the RWInc co-ordinator. This data is used by staff to identify children who may be in need of additional support or specific intervention programmes. Any interventions will be recorded on the Provision Maps for each year group.

Expectations:

- Early Years to be on Green/Purple books (Steady Progress) Pink/Orange books (Speedy Progress)
- Year 1 to be on Blue Books (Steady Progress) Grey Books (Speedy Progress)
- Year 2 to complete Grey Books and beginning RWInc Spelling

Classroom resources

Complex Speed Sound chart

Word Mats

Sound Cards

Red words

Dictionaries/Thesauruses

Vocab books

Spelling Logs – to be used at school and for spelling practice at home.

All the above resources must be made available to the children according to their age and stage and used for accurate spelling in all areas of the curriculum.