

**Our Lady & St. Hubert’s Catholic Primary School.**

SPELLING POLICY

Policy approved by Governing Body (add date)

Signed……………………………………………………………

Role……………………………..Date…………………………..

**Our Lady and St Hubert’s Spelling Policy**

**Aims and Philosophy:**

**Rationale**

At Our Lady and St Hubert’s Catholic Primary School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

**Aims and Objectives**

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

Develop and teach the children to use a range of effective spelling strategies

Encourage creativity and the use of more ambitious vocabulary in their writing

Enable children to write independently

Enhance proof reading and editing skills

Encourage children to identify patterns in words and spellings.

Promote a positive and confident attitude towards spelling

Help children to use a range of dictionaries and spell checks effectively.

Help children recognise that spelling is a lifelong skill

Provide equal opportunities for all pupils to achieve success in spelling

**Approaches**

We aim for all children to achieve the highest possible standards of spelling. We want children to spell well and to achieve satisfaction in spelling well. We expect the vast majority of children to have a spelling age at least in line with their chronological age, and for all children to make the best possible progress, in line with their cognitive ability. Whilst we do not want a fear of incorrect spelling to undermine children’s willingness and motivation to write using a broad range of ambitious vocabulary, we expect teachers to set clear expectations for children, so that all words previously taught are spelt correctly and children have a range of strategies to help them spell unknown words. We believe that early correct spelling is vital for spelling success, so that it is laid down in the motor memory and children do not have to unlearn and re-learn later.

The National Curriculum 2014 and the statutory tests for children in Years 2 and 6 make clear the DfE’s expectation that children will spell accurately and that they will lose marks if they do not, which has implications for how spelling is taught, monitored and marked throughout the school.

We share the belief that accurate spelling is important for school life and beyond. We also believe that the more often a child spells a word incorrectly, the more difficult it will be for them to learn and remember the correct spelling.

All staff, therefore, need to follow the guidelines below:

* Children and staff will have a shared and consistent language for spelling and spelling rules throughout the school, including the terms ‘Red or Tricky words’ – those words which are not phonetically regular, and ‘common exception words’ (CEW).
* Children will learn an increasing range of strategies for ensuring that they spell words accurately in their work, including dictionaries; word-mats; classroom displays.
* Spelling must be explicitly taught on a regular and systematic basis, and there must be sufficient time allocated to the teaching and practice of spelling
* Children will be expected to correct/practise common exception words if they

misspell them in their writing

* Once taught, words are expected to be spelt correctly in all writing
* Spelling is linked to handwriting, once correct letter formation has been achieved
* Spelling is taught through a structured range of programmes, resources and strategies as appropriate.
* There is a strong focus on the use of syllables and ‘chunking’ these for spelling
* Children are taught a range of strategies to help them check their own spelling
* Children are expected to proof-read their work carefully
* From Reception, staff must refer to letter names and sounds when teaching CEW, from Year 1 staff must refer to letter names when teaching CEW and Spelling Rules.
* Spellings will be formally tested

**Practice:**

All children are taught synthetic phonics in a structured and systematic way, using ReadWriteInc. They are not expected to write by “sounding out” irregular words, as this embeds spelling errors.

EYFS: The spelling of CEW or “Tricky words” is taught from Reception through ‘magical spelling’ (visual recognition) and play provocation activities linked to the spelling a minimum of 2 times a week.

KS1: 2 CEW or “Tricky words” are taught through magical spelling and handwriting practice minimum 3x a week. Target spellings are sent home to learn.

KS2: 3 CEW are taught through magical spelling and handwriting practice minimum 3x a week.

KS2: Pupils will learn the words from the National Curriculum lists in the appropriate year groups using TES spelling scheme rules for each year group and RML spelling scheme rules as a resource.

Spelling rules will be taught minimum 15 minutes 3x a week.

Word-mats are on display in classrooms, and children have access to dictionaries or other means of checking spellings.

Intervention groups are run to help children catch up with their peers and/or to prevent them from falling behind.

KS1: Incorrect spellings are marked with ‘pink for think’ colour (see marking policy). Gap tasks in English are given to children to correct spellings 3x in red pen at the end of a piece of work.

KS2: Incorrect spellings (maximum) are marked with green ‘S’ in margin (see marking policy). Children are to write correct spellings 3x in red pen at the end of a piece of work, as part of their editing gap tasks in English.

Strategies taught include:

Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling

Chunking/colour chunking in handwriting - break longer words into syllables and treat each syllable as a little word

Mnemonics – e.g. because – big elephants can’t always use small elevators

Magical Spelling

Look/Say/Cover/Write/Check

Exact pronunciation (including silent letters): Wed – nes- day; k-night

Read own spelling aloud to see if it sounds right e.g. fot as attempt for foot

Does it look right? What would it look like if you saw it in your reading book?

Little words in big words – to-get-her

Use of rhyme and analogy (could/should/would)

Use of morphemes e.g. dressed ends in –ed not t, because it is a past tense verb

Identifying base words e.g. smile- smiling- smiled

Finding words within words/’Countdown’

Making links between the origin of words and their spelling (etymology)

Learning different spelling patterns and investigating new spelling rules.

Monitoring and Evaluation:

Children in EYFS and KS1 are assessed using the RML phonics assessment, which include irregular words, and given additional help as necessary.

They are assessed against the high-frequency-word lists and given these words to learn weekly.

Children from Year 1 upwards are tested using the Young’s spelling test termly and spelling ages monitored. Additional support is given for pupils where necessary.

The policy will be effective if no child (other than where a specific learning difficulty has been identified) has their writing judgement downgraded due to poor spelling.

This policy will be evaluated as part of school development, and amended where appropriate

**Handwriting and Spelling**

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

**Home/ School links**

Children will be sent home spellings to learn. We recognise that parents have an active part to play in all aspects of their children’s learning.

**SEN**

Some children will continue to find these spelling strategies difficult to use effectively and will need additional support beyond differentiated classroom activities. Desk top ‘Speed sound charts’ (phonics) will be available to all children who need them.

TAs may lead additional multi-sensory spelling activities involving small groups or with individuals. Class teachers will liaise with the SENCO when considering the specific needs of some children. The Learning Support Advisory Teacher may perform additional assessments in order to identify specific spelling weaknesses. Where necessary, Support Plans will include targets relating to spelling in order to help these children progress further.

**Equal Opportunities**

All children will have an equal opportunity to work within this policy area. Account will be taken of specific needs and where appropriate support will be accessed through the special needs policy.

**Curriculum Links**

A range of whole school policies supports this policy. These include assessment, SEN, English, marking and handwriting policies.

**Assessment**

Regular monitoring and work scrutiny will take place by phase leaders and SLT. In Key stage 1 and Key Stage 2 weekly spellings will be sent home to learn and will be checked each week in class.

This policy has been developed through consultation with staff, subject leader, head teachers and governing body. The Head teacher, Senior Leadership team and subject leader will monitor and evaluate the work achieved. The leader will identify areas for development, resource needs and moderate standards across the school. The class teachers, however, have a key role in monitoring and evaluating the teaching and learning taking place in their class.

The subject leader will regularly review the spelling arrangements and will work with the SLT to evaluate any relevant areas of the School development plan when appropriate. The leader will also liaise with the link Governor and will attend meetings where required to keep the Governing Body informed and updated.