

AYCLIFFE DRIVE PRIMARY SCHOOL



Spelling Policy

Curriculum Committee

Updated March 2020
To be reviewed 2023

Staff Responsible

Mrs S Eyes English Leader
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Curriculum Governors

Rationale

Spelling enables us to become more effective writers. The less thought we have to put into spelling, the more thought we can put into what is said. Children can labour under the pressure to spell and Aycliffe Drive Primary School aims to support the development and skill set of the children as spellers from an early age.

Learning to spell is not just learning lists of words. It is a development process of learning to apply different strategies appropriately.

Spelling Development

The Phases of Spelling Development are:

- 1) Preliminary Spelling
- 2) Semi-phonetic Spelling
- 3) Phonetic Spelling
- 4) Transitional Spelling (from sounds to structures)
- 5) Independent Spelling

School Policy and the New English Curriculum 2014.

The structure for the teaching of spelling in the school is based on the outline provided in the English New Curriculum 2014. The emphasis it gives to applying patterns and strategies is synonymous with our beliefs. Our aim is to provide continuum and consistency in this aspect of the curriculum right through from EYFS to Year 6 in our coherent and co-ordinated approach to the teaching and learning of Phonics and Spellings.

Progression in teaching and learning

Nursery – children participate in early phonological awareness through a variety of activities including adult led ones.

Reception – children participate in discrete phonics sessions; phase 2, 3 and 4 as appropriate.

Year 1 – children participate in discrete phonics sessions; age related expectations as appropriate.

Year 2 – children participate in discrete phonics sessions; age related expectations as appropriate.

Year 3 - 5 – children continue to be taught age appropriate phonics and also participate in discrete spelling sessions as outlined in the year by year breakdown below.

Year 6 - children continue to be taught age appropriate phonics and spelling strategies. In addition, spelling sessions are a revision of all the previously taught spelling rules and those dedicated to the SPaG test.

N.B. These phonic phases/spelling stages are fluid and can be used to backtrack into previously taught phases/stages to consolidate or to meet needs of individual children and likewise move forwards to challenge the more able.

Children are also given weekly spellings to practise and learn as appropriate. They are tested on these weekly. All spellings in these ladders and lists incorporate the English New Curriculum 2014. Dedicated learning time is given to support the children in the application of these skills (e.g. Year 3 require more time in school to elicit the patterns in their words) and support groups are used where children are working below age related expectations (e.g. Year 6 children still struggling with 100 HFW). Teachers should respond to the spelling ability of the children in their class to ensure progression takes place.

Spelling and the Dedicated Literacy Lesson

Where dedicated time is given to learning spellings, the following strategies will be used:

- 1) Shared Reading - e.g. selecting examples to make teaching points
- 2) Shared Writing - Teaching and modelling use of all strategies and resources
- 3) Guided Group Work - Teaching focused at specific level
- 4) Independent Work - e.g. activity resource sheets, investigations, word webs, prefixes/ suffixes, mnemonics
- 5) Plenary - e.g. Results of investigations discussed and strategies found to be successful.
- 6) General word level exploration – e.g. in Year 5 and 6, word and grammar level work can be used as a gateway into revisiting spelling patterns.

Special Educational Needs

Class teachers will support children with special educational needs in their spelling work by providing them with differentiated work and where possible, extra resources.

Marking

Sympathetic, constructive marking increases ‘risk taking’ in the use of more interesting vocabulary and gives pupils the opportunity to generalise about letter patterns learned and apply them to new words. Corrective focus should be given to previously taught words, common exception words and year group focussed word lists. Phonemically plausible attempts at spelling should be valued as a positive learning opportunity. It can be counterproductive to insist on total correctness when children are still developing their fluency in writing.

Experimentation is a necessary part of the process of learning to spell (e.g. use of dotted line).

See Marking Policy for further guidance.

Assessment

The most appropriate means of collecting evidence and planning future steps may be through:

- Daily observations
- Marking of work
- Discussions with children regarding strategies
- Dictation
- Weekly spelling test scores

- A half termly/termly mixed test which uses all spelling covered so far; choosing a few from each list to check for retention.
- Standardised spelling tests (October and March).
- SATs spelling test Year 2 – Year 6

Monitoring and Evaluation

This will be in line with our Monitoring and Evaluation Policy.