

AYCLIFFE DRIVE PRIMARY SCHOOL



Spelling Policy

Curriculum Committee

**Updated May 2023
To be reviewed**

Staff Responsible

**Mrs G Long 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.

We aim to:

- empower children to spell accurately using the rules and common exception words identified in the National Curriculum 2013
- develop positive attitudes to spelling
- enable children to edit and correct their own errors using tools and strategies they deem to be most helpful

Curriculum

We use Rising Stars Spellings to structure the teaching of spelling from year 2 to year 6. 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. Nursery to Year 1 use Floppy's Phonics. Children who do not pass the phonics' screening in Year 1 will continue to work on Floppy's Phonics.

Progression in teaching and learning

Children will learn:

- to develop the visual, auditory discrimination and sequential memory to help them to commit spelling to memory;
- develop their knowledge of sound, symbol relationships and phonological pattern:
 - a-z names
 - vowels
 - endings
 - blends
 - digraphs
 - double vowel
 - double consonants
- to spell simple CVC words
- to spell words common exception words
- to use their phonic knowledge to 'have a go' at spelling words unaided
- to recognise that there are alternative ways of writing the same sound
- to spell words associated with their current topics
- rhymes or mnemonics to help memorise spelling e.g. 'big elephants can't actually use small exits' for because;
- to become familiar with spelling rules e.g. 'i' before 'e' except after 'c'
- to recognise their own spelling areas of weakness and make corrections using:
 - topic word displays/charts
 - knowledge organisers
 - dictionaries

- computer spell checkers
- to know that some words contain silent letters e.g. know' lambs
- to recognise that some words sound the same but are spelt differently e.g. hear/here (homophones)
- to recognise that some words may have different meanings but are spelt the same e.g. Reading/ reading
- to recognise visual patterns both regular and irregular
- to memorise and use word families, root and origin words plus letter strings
- to use apostrophes to spell contractions e.g. don't, I'm
- to be aware of the meanings, use and spelling of common prefixes and suffixes
- to spell complex polysyllabic words that conform to regular patterns and use their knowledge of breaking words into manageable words

Children may be given weekly spellings to practise and learn as appropriate and may be tested weekly. Dedicated learning time is given to support the children in the application of these skills and support groups are used where children are working below age related expectations. Teachers will 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. The 'Rapid Phonics' scheme is used for children who are working below the key stage expectations.

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

Assessment of spelling is predominantly formative and ongoing. Wherever possible, teachers will strive to intervene at the point of misconception. Their aim is to reroute learning and ensure that children are able to develop accurate autonomy of spelling rule application. Using this assessment, teachers will build common errors, rule misconceptions and exception words into their discrete weekly teaching of spelling. These weekly lessons will also provide opportunities for children to strengthen memory by revisiting prior learning in a way that is meaningful. Teachers will assess children against common exception words once per term.

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. In addition, reading ages are assessed termly for children working with the SenCo. Class teachers carry out a baseline at the beginning of each year and termly assessments throughout the year.