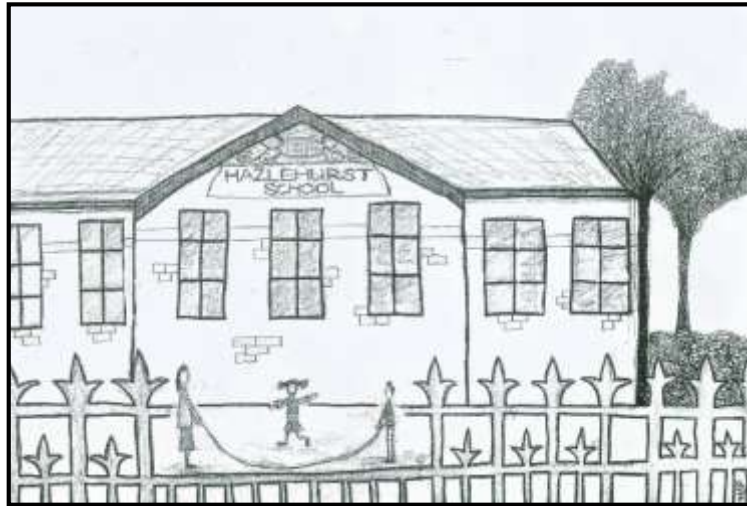


Hazlehurst Community Primary School



Policy for **Spelling** May 2015 for review in Spring 2018

MISSION STATEMENT

Our school is a caring community, founded on mutual respect, where talent is nurtured and everyone is challenged to achieve their potential.

Our goal is to inspire a love of learning and create confident, compassionate individuals, who are proud of their achievements and committed to the common good.

AIMS

We believe that a positive and interactive approach to spelling will encourage children to recognise their achievements in spelling rather than allowing spelling to be associated simply with mistakes and corrections. By using specific strategies to develop spelling through its stages, we can encourage children to investigate and overcome spelling problems, thus becoming more confident writers.

To develop our pupils as good spellers we: -

- Teach spelling systematically throughout the school.
- Teach phonological awareness, word recognition, graphic knowledge and spelling knowledge.
- Encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum.
- Equip children with strategies to attempt to spell unknown words independently, thus avoiding dependence upon the teacher.

How and when will we teach spelling?

In Reception, Year 1 and Year 2, much of the teaching of spelling is delivered through 20 minute daily sessions following the *Letters and Sounds* phonics programme.

In KS2 spelling will be taught at least twice per week, at the start of English lessons, in addition to the weekly spelling tests.

EYFS

Children in Reception are taught letter sounds (grapheme-phoneme correspondences) and how to use them to read and spell. By the end of Reception they will have learned at least one way of spelling each of the 44 phonemes used in English. Children are taught to blend sounds to read and to segment to spell. At the same time, they are introduced to words which are not phonically regular (*'tricky words'*) and learn that they must be able to recognise these on sight. Children are encouraged to see themselves as writers from an early stage and to 'have a go' at writing, using the sounds they can hear in a word. Letter mats, word cards and displays are provided as prompts.

Year 1

Letters and Sounds continues throughout Year 1. For spelling purposes, the emphasis is on the children's ability to segment words into phonemes and then match the most likely letter or letters to each sound by accessing the alphabetic code. In addition, children learn how to spell a number of sight words, high frequency words and common irregular words as listed in *Letters and Sounds* to enable them to write fluently. They investigate and learn to use common spelling patterns, and frequently used prefixes and inflectional endings in their own writing.

Years 2 – 6

In Year 2 children begin to learn that there isn't always an obvious connection between pronunciation and spelling; that there are different ways of spelling the same sound, and silent letters.

From Year 3 to 6, children continue to use their phonic knowledge and their growing understanding of spelling patterns and the meanings of words to support their spelling. There is an emphasis on developing confidence and assuming increased responsibility for identifying their own spelling errors and making reasoned choices about likely alternatives. They also learn to use a dictionary and thesaurus with increasing independence throughout KS2.

NB Some children may need interventions in KS1 or KS2 to keep pace with the rest of the class or to continue to consolidate their phonic knowledge and skills.

How do we assess and monitor spelling?

Spelling is informally assessed through daily observations of children's work in lessons and marking. From Year 2 upwards, children will be encouraged to make the correct spelling choices by accessing dictionaries, word cards, working walls or advice from the teacher. From Reception to Year 2 (and Year 3 if children have not completed the phonics phases) children will be individually assessed on their knowledge of high frequency, tricky and common words and records will be kept. These will be passed on to the next class teacher at the start of the year.

From Year 2 - 6 the children will be given a weekly spelling test in order to monitor progress. Spelling will be formally assessed as part of the Year 6 *Spelling, Punctuation and Grammar test*. Spelling will be monitored annually by the English subject leader and may include: book and planning scrutiny, observations, learning walks and talking to staff and children.

Homework

In Reception and Year 1 children will take home high frequency and tricky word cards or spelling lists on a daily basis to practise with parents. These will be taken from the Phase 2 to 5 lists in Letters and Sounds.

In Year 2 children will consolidate their knowledge of words from phases 2-5 in Letters and Sounds and also learn the 'next 200 common word' lists. They will be tested each week.

From Years 3-6 children will also be tested weekly on their knowledge of the National Curriculum statutory spelling rules and word lists.

A-M Knowles
English Subject Leader
May 2015