

SPELLING POLICY

This policy was approved by Governors on 13th March 2025 and will be reviewed annually.

1. Introduction

Spelling is an integral part of children's reading and writing development. The ability to spell easily enables an individual to become a more effective writer, and effective communicator, as they are able to concentrate on the content of writing and the making of meaning.

2. The nature of spelling

- 2.1 Children are taught strategies, rules and conventions of spelling, as outlined in the 2014 National Curriculum for Literacy.
- 2.2 They are shown how to use phonetic, morphemic and etymological knowledge to spell words, i.e. sounds, the 'look' of words, meaning of parts of words and the derivation of words. Children need to be helped to understand how the English spelling system works and how our history has influenced our spelling.
- 2.3 Spelling is an important aspect of writing, but one that should not be allowed to dominate teachers' marking and assessment. The content of children's writing should be equally valued.
- 2.4 The ability to spell accurately is often related to good self-esteem and affects performance in many areas of the curriculum. As children develop spelling competency, their confidence and independence in writing will increase.
- 2.5 An understanding of the English sound and spelling system enables children to access the meaning of texts.
- 2.6 Children will be actively encouraged to independently check their own spellings using a purple pen. Any consistently incorrect spellings will be underlined in green and children will have the opportunity to practise these.

3. Implementation

- 3.1 In Reception and Year 1, phonics is taught daily following the 'Read Write Inc' scheme. In Year 2, spelling is taught discretely following the national curriculum once children have graduated from the Read Write Inc. scheme. RWi Fresh Start will also be delivered to some children from Year 3 to Year 6 according to their needs. Across the school, specific phonological awareness, word recognition, and graphic knowledge is taught as part of English sessions, following the requirements of the 2014 National Curriculum
- 4.2 The children will undertake work related to spelling objectives each week.
- 4.3 Children will be taught to use dictionaries, word banks and some will have access to spell checkers. ICT is also used to teach and practice spelling in the form of iPad apps.
- 4.4 The teaching of spelling and handwriting will be closely linked so that the spelling of common letter strings will become automatic.

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- 4.5 Children will be taught to look for common letter strings and patterns in words.
- 4.6 Where possible, children will be encouraged to identify their own spelling errors.
- 4.7 Children are asked to learn spelling lists on a regular basis. From Year 2 to Year 5 the spelling lists are linked to the National Curriculum spelling lists. In Year 6, children revise the words and associated rules from Years 1 to 5. Key vocabulary linked to classroom topics may also sent home at the discretion of individual teachers.
- 4.8 Attention is drawn, through marking, to the mis-spelling of high and medium frequency words and those most recently studied. Opportunities are given for children to correct their mis-spellings.
- 4.9 Teaching will consider each child's developmental stage in spelling and all children's best attempts at spelling will be valued and built upon.
- 4.10 Spaced Learning is used a tool for embedding spelling from Year 1 to Year 6. Spellings are personalised and relevant to the individual child's needs.

5. Assessment and recording

- 5.1 From Year 1 to Year 6, teacher assessment of spelling is carried out through marking of written work and through spaced learning. The class teacher keeps a record of the progress in spelling of each child.
- 5.2 Formal summative assessment in spelling is carried out through:
 - As part of a piece of writing each term
 - Spaced Learning termly assessments
 - End of Key Stage tests in Year 2 and Year 6

6. Resources

- 6.1 The following resources are available for staff to use when teaching Spelling objectives.
 - Read Write Inc
 - Spaced Learning

Policy Approved: Full Governors meeting dated 13th March 2025

Signed:

Chair of Governors: Mrs H Jerstice

Head teacher Mr C Elliott