



# Spelling Policy

## Foxyards Academy

## **Aims**

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. When spelling, our pupils:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- write with confidence and creativity, while developing the skills to self-edit, correct and improve
- be imaginative, creative and challenge themselves

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage.

## **Approaches to spelling**

### **EYFS and Year 1**

In EYFS and Year 1 and our pupils follow a high-quality, systematic programme of phonics teaching following the *Read, Write, Inc.* teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all our pupils to apply their phonic knowledge when spelling.

In Key Stage 1 and Key Stage 2 pupils are taught the age related spelling content using **Collins Spelling**, a published scheme. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling. Pupils are taught three spelling lessons per week.

Our pupils are also given daily spelling practice opportunities through the marking and feedback policy, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading and shared writing.

A typical learning sequence is as follows:

### **Revise**

Activate prior knowledge

Revisit previous linked learning

### **Teach**

Introduce the new concept

Explain

Investigate

Model

### **Practise**

Individual/group work

Extend/explore the concept independently

Investigate

Generalise

### **Apply/Assess**

Assess through independent application

Explain and demonstrate understanding

## **Strategies for Learning Spellings**

A variety of strategies are used to support pupils' spelling across school and at home, including:

- Look, say, cover, write, check
- Awareness of the root word
- Segmentation strategy
- Quickwrite
- Pyramid words
- Memorable 'silly sentences'
- Clapping and counting syllables

## **Approaches to Teaching Spelling**

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

Our pupils use a Spelling Bookmark which provides the opportunity for pupils to correct focus words or Common Exception Words that have been misspelt.

Pupils in Reception take home weekly sounds that have been taught. They are encouraged to practise these in their Read, Write, Inc. Set 1 Sounds Book. When they can blend orally, parents are given specific guidance to help the children use these sounds to spell simple three phoneme words.

Pupils in Key Stage 1 and Key Stage 2 take home a spelling pack each term, specifying the weekly spelling focus and activities and games to support grasping the pattern.

### **Applying the Learning**

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go'
- Personal spelling bookmark
- Knowledge of the root word
- Dictionaries

### **Marking and Feedback**

In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, common exception words are identified, specifically those that are an exception to the week's spelling focus. When returning to look at feedback, our pupils are asked to copy the correct spelling onto their personal bookmark. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

### **Assessment**

There is little evidence that learning spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Foxyards Academy, our assessment is mainly through assessment in context. For example:

- Spellings in an unseen, dictated sentence
- Spellings in independent writing, including writing across the curriculum

### **Inclusion**

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key

stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will plan intervention to ensure those pupils are able to progress, succeed and catch up.

Our assessments enable us to quickly identify individuals or groups of pupils who are falling below age related expectations. Steps are immediately identified to improve the attainment and progress of these pupils. Our current suite of intervention programmes includes:

- Read, Write, Inc tuition

## **Parental Involvement**

We recognise and appreciate the huge part that parents play in their child's progress in spelling and pupils are given interactive activities to support the learning of weekly spelling patterns including games, colouring and writing words. We believe that the learning undertaken at home should be an extension to the practise at school and give parents an awareness of what is been taught at school.

The parent's role in supporting their child's progress in spelling is a key focus in the EYFS. We deliver a parental information workshop about early reading. Alongside the daily teaching of sounds, parents are given specific guidance on how to support early reading and spelling, breaking the process into small manageable steps. When appropriate, a more personalised approach is adopted for children will additional needs.

## **Role of the Subject Leader**

The spelling leader is responsible for improving the standards of teaching and learning in spelling through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- managing our school library
- provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment - reporting to the school's Governing Body

## **Conclusion**

This policy should be read alongside other school policies including:

- English Policy

- Phonics Policy
- Handwriting Policy
- Teaching and learning policy
- Assessment, marking and feedback policy
- SEND policy