



Sutton C of E Primary School



Spelling Policy

October 2024

Intent

At Sutton, we strongly believe that spelling is an essential skill, which allows children to communicate their understanding in all curriculum subjects. If pupils are to become effective and confident writers, they need to develop a love of language, a knowledge of words and to adopt and employ a range of spelling strategies.

What this looks like at Sutton

By adopting a consistent approach to the teaching of spelling, we aim for the children to develop confidence and accuracy when spelling across the curriculum. We understand that people may approach spelling in different ways, therefore we will expose children to and teach a range of strategies. In doing so we aim to:

- Help children recognise that spelling is a valuable, lifelong communication skill
- Encourage children to take an interest in the morphology and etymology of words
- Encourage children to have a positive view of themselves as spellers
- Encourage children to be aware of the reader in their writing
- Encourage creativity, where children have the confidence to use and spell more challenging and ambitious words

We do this by:

- Providing equal opportunities for all pupils to achieve success in spelling
- Teaching the children a range of effective spelling strategies and supporting them in choosing the technique most suitable
- Enhancing their proof-reading and editing skills
- Supporting children to use a range of resources to support spelling e.g. dictionaries, accessing Spelling Shed, using phonetic displays etc.

Implementation

Programmes used are aligned to the National Curriculum Programmes of Study for English. Please see:

[The national curriculum in England - English Appendix 1: Spelling](#)

publishing.service.gov.uk) If required, children will continue to use the Little Wandle programme further up the school.

Reception and KS1

We follow the *Little Wandle Letters and Sounds* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling. Please see our Policy for Phonics for further details, which can be found in the phonics section of our website. Weekly spelling assignments are set on Spelling Shed, matched to the sounds that the children have been learning in phonics lessons. As well as this, each child will be given a Spelling Shed homework sheet, which contains spelling activities to help the children learn their spelling rule. Children will have the opportunity to practise their spellings daily and apply their learnt spelling rules and spellings to their written work. When children learn to read, they will also encounter “tricky words”; these are words that cannot be phonetically decoded. These are practiced each day as part of their phonics lessons. There are also “tricky word” assignments set on Spelling Shed. Once a week, the children will have a spelling test of their set spellings, as well as ongoing assessments, within their written work, of applied spelling rules.

KS2

We follow the Spelling Shed scheme. The children have one session of spelling input a week, where their spelling rule is explored and applied to words, which follow their rule. During these sessions, a range of teaching methods are used to ensure we meet the needs of all learners. Following the spelling input, the children will have access to Spelling Shed, in and out of school, to practise their spelling rules. As well as this, each child will be given a Spelling Shed homework sheet, which contains spelling activities to help the children learn their spelling rule. Children will have the opportunity to practise their spellings daily and apply their learnt spelling rules and spellings to their written work. Once a week, the children will have a spelling test of their set spellings, as well as ongoing assessments, within their written work, of applied spelling rules.

Spelling Strategies

We endeavour to teach a range of spelling strategies in order to appeal to a variety of learning styles. These include:

- Teaching and learning of phonics and the correspondence between letters and their sounds (in line with Little Wandle practices)
- Identifying syllables in words in order to break words into smaller parts
- Look, Cover, Write, Check
- The use of memory strategies
- Mnemonics - making up sentences to help remember the spelling of a word e.g. *Because* = Big Elephants Can Always Understand Small Elephants
- Making links between the origin of words and their spelling (etymology)
- Investigating different spelling patterns and spelling rules
- Analogy - Using words already known to help spell new words e.g. could, would, should

- Adding prefixes (e.g. *un*) and suffixes (e.g. *ful*) to root words (e.g. *help*) = unhelpful
- Using word banks, dictionaries and thesauruses
- Linking handwriting to spelling and phonics, in order to develop visual and 'muscle' memory

Inclusion

At Sutton C of E Primary School, we understand that children have different learning needs, therefore throughout the school the children will be offered a wide range of spelling activities and taught strategies to meet identified needs.

Where children are identified as needing additional support, we will use interventions. Children may continue to work at the appropriate stage of Little Wandle in small groups with Teaching Assistants or 1:1. This might include the Little Wandle 'keep up' or 'rapid catch up programme'. Pupils may also receive *Precision Teaching or ERT* on a 1:1 basis.

Class teachers will liaise with the SENCO when considering the specific needs of some children. The SENCO will perform any additional assessments in order to identify specific spelling weaknesses. These will then be used as part of the Assess, Plan, Do, Review system in operation at Sutton.

Handwriting and Spelling Links

At Sutton, we believe that making explicit links between handwriting, phonics and spelling is key. The regular practice of letter patterns helps to develop good visual and writing habits, as well as the correct pencil grip. Please see our Handwriting Policy for further details, which can be found in the English section of our website.

Parental Engagement

Sutton recognises that parents/carers have an active part to play in all aspects of their children's learning. When children start with us in Foundation Stage, we provide an opportunity for parents to attend information sessions, in which we explain the strategies used in Little Wandle and what support they can give their child.

Work is set around learning to read, form and spell sounds and words, in conjunction with what is happening in class, to reinforce the learning.

A child's spelling information will be shared with parents, at parent's evenings and communicated through Dojo, if there are certain rules which a child has found difficult to grasp.

If a child is working within an intervention group for spelling, then this list of words will be allocated on Spelling Shed and will also be sent home, via a paper copy, to ensure the child is being supported at their current level of understanding.

Editing

In English lessons, children are encouraged to use a variety of strategies to check their own work and identify words spelt incorrectly. Time is given during writing sessions for the teaching and application of editing. These strategies are in line with our Marking and Feedback policy and help children in taking responsibility for their own learning (Please see our Marking and Feedback Policy).

Assessments

In Key stage 1, in accordance with the Little Wandle programme, rigorous assessments take place on a half-termly basis. Ongoing, informal assessment, as part of daily teaching, will also inform groupings and interventions if necessary.

Weekly spellings and rules will be sent home to learn and will be checked each week in class. Teachers will feed back to the children through regular written or verbal comments and individual targets may be given when appropriate. Children will also have ongoing assessments, within their written work, of applied spelling rules.

Monitoring

Impact of this policy will be regularly reviewed as part of the school's ongoing monitoring cycle.

Roles and responsibilities

This policy has been developed through consultation with staff, Subject Leader, Headteacher and Governing Body. The Head teacher, Senior Leadership team and subject leader will monitor and evaluate the work achieved. The leader will identify areas for development, resource needs and moderate standards across the school.

This policy will be reviewed by the governors every 3 years or sooner should there be nationally agreed changes to the teaching of English.