



Sutton CE (VC) Primary School

Spelling Policy

November 2022



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 of 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 one that suits their needs
- ✓ 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 speed sounds etc.

Implementation

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

If required, children will continue to use the RWI programme further up the school.

Reception and KS1

We follow the Read Write Inc. programme teaching daily sessions. Please see our **Policy for Phonics** which details how we start to teach spelling in our school. This can be found in the 'Phonics' section of our website.

When Children start to read they will encounter 'red' 'tricky' words which can't be phonetically decoded. These will be sent home with the intention of children reading and practicing writing. The number of words sent home will increase as children progress through the Read Write Inc Phonics reading scheme.

As the children progress through the Read Write Inc complex speed sounds, they will bring home spelling patterns.

In addition to this, we ensure the children are exposed to the common exception words for their year group.

Years One to Six

We follow the Spelling Shed scheme. Year One children start Spelling shed in the Spring Term (January). The children have one 20-30 minute session of spelling input a week, where their spelling rule is explored and applied to words which fit the 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. In addition to this, the 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 Read, Write, Inc. practices)
- ✓ Identifying syllables in words in order to break words into smaller parts Pinch Sounds/Special friends/Fred in head
- ✓ 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)
- ✓ Finding words within words
- ✓ Learning different spelling patterns and investigating new 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, 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 Read, Write, Inc. in small groups with Teaching Assistants, or 1:1. This might include the Read, Write, Inc *Fresh Start* programme in Y5/6.

Pupils might also take part in the small group intervention *Attack Spelling*, or receive *Precision Teaching* 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.

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 evenings in which we explain the strategies used in RWI and what support they can give their child.

Work is set around learning the words, in conjunction with what is happening in class. This is to reinforce the learning.

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 to ensure the child is being supported at their current level of understanding.

Key words

When children are using the RWI programme the Red Words and Speedy Green words are sent home to prompt.

In English lessons children are encouraged to check their own work and identify words spelt incorrectly and time is given during writing sessions for this to take place. These strategies are in line with our Marking and Feedback policy and help children in taking responsibility for their own learning. (See Marking and Feedback Policy).

Assessments

In Key stage 1, in accordance with the RWI 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.

If the children are assessed as being secure within their age-related expectation, we will encourage them to take a more investigative approach to finding words that use that spelling pattern and expanding their vocabulary.

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.