

The Learning First Federation

Spelling Policy

The English Curriculum 2014 sets out year by year a statutory programme of study for spelling, with associated (statutory) word lists. We follow these programmes of study. However, we also continue to use scheme *Letters and Sounds* and other support material where needed.

Within Foundation Stage and Key Stage 1, phonics is taught daily, based on *Letters and Sounds*. In Year 1 children will take part in a phonic check. This is part of the statutory assessments for key stage 1. The results of the check are sent out with the end of year progress report. At the end of year 1, with support from the SENCo, the class teacher will identify precisely the needs of those children who did not achieve age related expectations so that a programme that meets the specific needs of the child is designed. If necessary some of the children will repeat the phonic check in year 2.

It is expected that

All classes will be involved in the integral teaching of spelling. Staff will teach the relevant year group spelling lists, spelling patterns, rules and strategies to help remember them.

We :

- Deliberately teach strategies of: sounding out; identification of words within words; syllabification/chunking; analogy; similarities with known words; spelling rules; mnemonics; visual memorising; and the identification of common exception words or parts of words.
- Explain and display mnemonics for common exception words in FS, Key stage 1 and Key stage 2.
- Through the teaching of English and other subjects, all children will be involved in spelling activities, which will mean simplifying objectives for less able pupils and extending objectives for more able spellers, for example by setting more challenging investigations or inviting able groups to design and collect words to run an investigation with the rest of the class.
- Link spelling lists to handwriting practice. See handwriting teaching guide.
- Encourage children to become more independent in attempting to spell words in their own writing using their zap it cards, dictionaries and thesauruses.
- Encourage pupils to learn spellings at home and at school, which include a rule, the common exception words and the statutory word list (KSI-2).
- Provide consistency and continuity of support throughout the school through the

support materials available in each classroom, which will be similar and cater for the needs of the children.

- Use dictation as a means of assessing learned spellings, but also to reinforce the children's learning of punctuation and sentence structure.

Home/School Support

Differentiated lists and rules of spellings are created by the class teacher using the cursive font. Children will complete spelling related activities as part of their homework.

Assessment and Monitoring

Children will be assessed using *Rising Stars SPAG materials* including dictation exercises.

Once spelling patterns and common exception words have been taught children are expected to apply their knowledge of these spellings in all of their writing. When a child has misspelt a word in their writing which they have already learnt or they have copied the word incorrectly then the facilitator will triangle in the margin for the child to identify and correct during live marking. This spelling may also go onto the child's zap it card. The child is expected to self-correct the word. Children should not be penalised for attempting to spell ambitious words phonetically. The teacher can correct the word but there should be no expectation that all incorrect spellings are corrected by the pupil.

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