

Blanford Mere Nursery & Primary School



Spelling Policy

Date adopted by governors
December 2024
To be reviewed
December 2027

SPELLING POLICY

At Blanford Mere Primary school we firmly believe that good spelling is an essential skill which allows children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies, we equip them with the independence to attempt spellings before asking for adult help.

Aims

- We will teach the children to become confident, independent spellers using a range of multi-sensory skills and strategies to meet the needs of all pupils
- We will encourage children to identify patterns in words and spellings and to apply these patterns when attempting to spell unknown words
- We will promote a positive, confident attitude towards spelling
- We will encourage children to have an interest in words and their meanings developing an interest in etymology
- We will teach children to use prefixes and suffixes to alter word meanings (morphology)
- We will teach children to use a range of dictionaries to check spelling and understanding word meaning
- We will provide equal opportunities for all pupils to achieve success in spelling
- We will guide each child towards becoming an effective speller
- We will encourage creativity and the use of more ambitious vocabulary in writing across the curriculum
- We will enable children to write independently
- We will enhance proof reading and editing skills

National Curriculum Expectations

The main aim of the English National Curriculum is as follows:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment’

National Curriculum 2014

On the teaching of spelling:

‘Opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use,

figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.'

National Curriculum for English 2014

How Do We Teach Spelling at Blanford Mere?

Spelling is taught as part of a planned programme, following the requirements for the National Curriculum. In addition, handwriting lessons, guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies.

EYFS & Year 1

Discrete phonics lessons take place daily across Reception and Year 1 using the Little Wandle – Letters & Sounds Revisited programme. Please see the Phonics Policy.

Year 2 and Key Stage 2

'The word-lists for years 3 and 4 and years 5 and 6, which are statutory, are provided in Appendix 1 of the English Programme of Study. The lists are a mixture of words pupils frequently use in writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.'

National Curriculum for English 2014

A progressive approach is taken to the teaching of spelling from Year 2 to Year 6, in line with the spelling objectives in the 2014 National Curriculum. This is facilitated using the 'Spelling Shed' scheme. The scheme has been created following key National Curriculum objectives and takes children through the statutory and non-statutory spelling lists in each age phase. The whole-school scheme for spelling gives 100% coverage of the National Curriculum including all statutory words and spelling patterns. The scheme is broken up into a weekly progression with a Spelling Shed list for each week plus printable activities and resources to aid teaching.

Children who did not meet the standard in the Phonics Screening Check at the end of Year 1 will continue to receive Rapid Catch-Up phonic teaching using the Little Wandle – Letters & Sounds Revisited Rapid Catch-Up programme.

Planning

Spelling sessions take place at least three times a week to ensure children have the opportunity to practise and embed new spellings. This includes the learning of the statutory word lists in the 2014 English Curriculum.

Staff use Spelling Shed which has lesson plans and printable resources available.

Where necessary, some pupils will consolidate the phonic knowledge skills from Key Stage 1.

If limited progress is made, individual programmes for teaching and support are drawn up as appropriate by the teacher and in consultation with the SENCo and parents.

Homework

Children receive weekly spellings on Wednesdays which are tested the following Tuesday.

KS1 (Year 1) spellings are to be based upon the phonic sounds the children have learned from the previous week. This is to consolidate learning from the previous phonic lessons and to check they are applying their phonic knowledge.

KS1 (Year 2) spellings are rooted in phonics allowing children to continue to practise and embed prior learning. The spellings progress to including homophones, apostrophes and a range of prefixes and suffixes.

KS2 spellings are to include words from the statutory spelling lists and spelling patterns set out in the National Curriculum. The word lists are to be taken from the Spelling Shed for the appropriate year group.

Children are provided with a copy of their spellings in their Spelling Journal, and the words are also set online. This enables children to practise writing the words, but also allows children to familiarise themselves with the keyboard preparing them for a digital world.

Children are expected to complete homework including practising spelling patterns. This includes the use of Spelling Shed (www.spellingshed.com/en-gb/). All pupils, from Year 1 upwards, have a unique username and password for the site which is detailed in their planner.

Assessment

Weekly dictation spelling tests are used throughout school on Tuesdays.

During the first two weeks of the Autumn term, teachers assess the previous year's statutory words to identify target children for intervention. Results are recorded in the Assessment Recording Log.

At the end of each term, children will be assessed on the spelling patterns that have been taught that term using an end of term assessment on Spelling Shed. Teachers are expected to address misconceptions/gaps in learning identified in these assessments.

KS2 will also complete a spelling test as part of their termly assessment week using the materials available on Testbase (Merit).

As part of the end of Key Stage 2 testing, the children in Year 6 will undertake the Grammar, Punctuation and Spelling test.

Application of Skills

Children are expected to use words and spelling patterns learnt through spelling sessions in their work in all subjects.

In Upper Key Stage 2 (Year 5 and 6), children are expected to include statutory words in their English work and are expected to underline the use of these words using a purple pen.

Monitoring and Evaluation

The subject leader is responsible for spelling throughout the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work.
- Advising on in-service training for staff. This will be in line with the School Development Plan, within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of spelling throughout the school.
- Resourcing of this area of the curriculum across school.
- Monitoring the quality of teaching and learning in spelling across school.

The class teacher is responsible for:

- Ensuring progression in the acquisition of phonic knowledge
- Developing and updating skills, knowledge and understanding of phonics.
- Identifying needs in phonics and taking advantage of training opportunities.
- Keep appropriate on-going assessment records.
- Plan effectively for phonics and spelling as appropriate.
- Informing pupils and parents of the children's progress, achievement and attainment.

Inclusion

We teach spelling to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children.

Adopted by Governors:

Review date: