



eastbury  
primary  
school



Partnership Learning



# Spelling Policy

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## **1. Purpose of the Policy**

At Eastbury Primary School, we are committed to high quality teaching and learning to raise the standards for all children.

The purpose of this policy is to set out the expectations for the explicit teaching of spellings in terms of the intent, implementation and impact of our approach. All staff should demonstrate this as well as have high expectations of themselves, other adults and the children.

- Intent – the extent to which we ensure good attainment in EYFS, KS1 and KS2.
- Implementation – model how to attain a consistent approach and delivery, establish expectations for teachers and promote continuity and coherence across the school.
- Impact – to show how learners develop detailed knowledge and skills so that the children equipped children to spell fluently.

## **2. School Vision and Values**

Our vision is that children, staff, parents and governors work together so that every child at the school, whatever their background, can achieve their full academic, social and physical potential.

To achieve this, we are committed to:

- Providing excellent quality teaching and learning, with high expectations that challenge and motivate every child.
- Providing a range of educational experiences through a broad, creative and enjoyable curriculum which is tailored to our local community.
- Developing and safeguarding the wider needs of every child - social, emotional and physical – so that they are ready to be successful and resilient citizens
- Ensuring a good work-life balance and providing first rate professional development to all of our staff to enable them to deliver our vision.
- Developing effective partnerships with parents, governors and the wider community.

Our vision is based on six core values which permeate the life of our school (CRATER):

- Creativity
- Respect
- Aiming high
- Teamwork
- Enjoyment
- Resilience

## **3. Intent**

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects.

Achievement in this area benefits every area of pupil's development and the school as a whole. In order to move Eastbury's phonics teaching forwards, it has been necessary to implement a clear and consistent inclusive teaching scheme. We needed a prescriptive scheme which supported teachers and was fluid for the children.

Our school's catchment area is increasingly multicultural with the proportion of EAL learners well above the national average. Mobility is also high with many pupils joining or leaving the school midway through the school year. Within this context it is essential that our approach to teaching phonics and reading is adaptable to a range of experiences and abilities. It must be easily accessible to those learners with low level English skills, enabling them to make accelerated progress.

Read Write Inc. is a literacy programme that helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

From Year 3, children continue to use their phonic knowledge and their growing understanding of the morphology and etymology of words to support their spelling. There is an emphasis on developing confidence and assuming increased responsibility for identifying their own spelling errors and making reasoned choices about likely alternatives. They also learn to use a dictionary and thesaurus with increasing independence throughout KS2. When actually writing, children should be concentrating on higher order skills and therefore should simply 'have a go' at spelling and underline words (dotted line) they are unsure of. These should be self-checked at the end or in a natural break in composition. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions.

#### **4. Implementation:**

EYFS/KS1 (see Phonics Policy)

Phonics is delivered daily to all children from Reception to Year 2 who are learning to read and write. At this stage, reading phonics and using this knowledge to spell (and write) go hand in hand, and is taught seamlessly throughout the whole school's phonics approach using Read Write Inc. Phonics.

- During this time, the following skills are acquired:
- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Fluent handwriting (see also presentation policy).

There will also be weekly spellings for those children in Year 2 who are ready to progress further than the Read Write Inc. phonics programme.

KS2

From Year 3 to Year 6 – there is a clear weekly spelling focus which will be taught explicitly in class each these spellings will also be sent home to learn.

Weekly lesson structure:

Monday – The first lesson introduces the spelling list and the pattern. This is a taught lesson, which should last approx. 20 minutes.

Tuesday to Thursday – During the week, the children are given then opportunity to practise these spellings via starters in the English lesson. This can be via verbal instruction or practise “look, cover, say, write, check”.

Friday – A short spelling test should take place in order to confirm the children have learnt the spellings. This must be recorded weekly in order to identify any additional needs for specific children (please see the spelling folder for the spreadsheet).

N.B – If a child regularly achieves **less than 70%** on the weekly spelling tests, then additional provision should be made to support their learning. Further support (or advice) from the leader of learning or SENCO may be sought.

## **5. Impact**

A robust assessment system is in place for all subject and spelling is no exception.

As children progress through each year, they further develop key skills and ideas about how to be well prepared for learning and how to meet their next steps and targets (weekly spelling tests as well as via reading and marking of written work). Children are taught to have a positive mind-set and show teamwork and resilience. Teachers use assessment for learning and assessment of learning strategies to understand and support the children to achieve their highest potential. Teachers use positive praise and give regular feedback to children on how to improve their subject knowledge, skills and learning habits. From the school monitoring schedule that includes pupil learning weeks, book scrutiny feedback and analysis of data, leaders ensure planning is well differentiated and the curriculum is accessible to all children they teach keeping, as well as ensuring high standards of presentation and acquisition of skills and knowledge.

In line with the school’s assessment strategy, spellings are formally assessed and recorded regularly throughout the year.

Appendix

Spelling progression map (which is in line with the National Curriculum expectations)

Year Group	Progression overview
Year 1	<p>spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English National Curriculum</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in English National Curriculum</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for</li> </ul>

	<ul style="list-style-type: none"> <li>• example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the</li> <li>• spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>

Year group statutory spellings can be found online

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Weekly spellings per year group can be found online here:

<https://eastburyprimaryschool.sharepoint.com/Shared%20Documents/Forms/AllItems.aspx?FolderCTID=0x01200039C113F2B532EE46B2F569DA7FF05B90&viewid=11cbbab%2D6672%2D4759%2D95fc%2D53a0a287f036&id=%2FShared%20Documents%2FSpelling%202021%2D2022%2FYear%20Group%20Overviews>