

**St Ignatius Primary School**

**Spelling Policy**

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| Status | Non Statutory |
| Date of policy adoption | DECEMBER 2024 |
| Date of policy review | DECEMBER 2026 |

English Curriculum Policy – Spelling

**Intent**

We believe that children should learn to apply spelling rules to spell words correctly from their first days

at school. Not all children learn to spell in the same way, and we believe it is necessary to adopt a range

of strategies to enable children to learn how to spell whilst making the task as much fun and as

interesting as possible. We encourage a learning environment which enables children to explore spelling,

make links, research rules and also make mistakes in the knowledge that through error comes

improvement. We ensure children are given spellings to learn at the level they need to build confidence.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Early years foundation stage (EYFS) statutory framework.

## Governing Body

Regular reports on the progress of our English curriculum are made to the Governing Body via the English Curriculum Link Governor and through the English Curriculum policy.

## Implementation

**EYFS and Year 1**

In EYFS and Year one our pupils follow a high-quality, systematic programme of phonics teaching following the Little Wandle phonics scheme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling. Each phonics lesson in Reception and Year 1 has a specific spelling focus.

**Year 2**

In Year 2 the children move onto the new Little Wandle Spelling programme.

The Little Wandle Spelling programme begins with a five-week review of Phase 5. The Bridge to spelling programme teaches children how to ‘think about spelling’. Over five weeks, the children will complete the alphabetic code and learn the underpinning concepts of spelling. Once this learning is secure, children are ready to move on to the Year 2 Spelling units. The Spelling units follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Little Wandle Spelling teaches children to consider etymology, morphology and grammar when spelling new words. The programme provides full coverage of National Curriculum spelling requirements.

In Key Stage two we teach spelling using ‘Spelling Seeds’, a part of our whole school Literacy Tree

scheme. Spelling seeds takes vocabulary from the focus text to provide opportunities to learn age-

appropriate spellings and rules. The scheme cross references to the National Curriculum (2014) programme

of spellings.

Staff supplement the words from Literacy Tree with ‘gaps’ that have been identified from previous

assessments from the words lists, including the exception words list and common errors identified

through daily marking of written work.

**Spelling Homework**

Pupils take home weekly lists of spellings to practice for a weekly test.

These comprise feature words from the Little Wandle Scheme (EYFS and KS1) and the ‘Spelling Seed’ part

of the Literacy Tree scheme as well as high frequency words, common exception words and any other

gaps in knowledge which have been identified by the current or previous teacher.

The spelling list of words can be accompanied by an additional task, such as writing a sentence, a word

search, mnemonic maker, puzzle, investigation etc. to make the learning of spellings more interactive

and long-standing.

**In the Classroom**

Support is provided in the classroom through the use of personal dictionaries, real dictionaries, word banks

and word displays on walls.

When marking work, teachers identify words that pupils have spelt incorrectly from within that child’s

known ability and these are identified with an ‘sp’ in the margin. Teachers model the correct spelling,

pupils then copy x 3in their books. Pupils are also encouraged to use CUPS when editing and adapting

their work to check spellings before completing their written tasks.

## Dictionaries

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Oxford English Dictionary. This ensures that our pupils make progress in their dictionary skills from EYFS through to Year 6 and beyond.

**EYFS and Year 1:** Oxford First Dictionary

**Year 2:** Oxford Junior Illustrated Dictionary

**Year 3-6 :** Oxford Primary Dictionary

## Parental Involvement

We recognise and appreciate the huge part that parents play in their child’s progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our termly FLCs and through parental workshops.

In order to ensure success and enable deeper learning, we give our pupils between 8-20 words per week to learn at home. We encourage our pupils to spend some time every day learning these spellings. Spelling homework should reflect the strategies being used in the classroom.

Regular communication with parents, especially in relation to spelling is essential. In addition to our procedures for termly reporting, parents are kept informed of their child’s progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child’s progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

The parent’s role in supporting their child’s progress in spelling is a key focus of our termly FLC meetings. Additionally, over a period of time, we deliver parental information workshops on the subjects of reading, phonics and GPS.

**Impact**

Progress of children will be measured by:

* Weekly spelling tests
* Application of new spellings in pupils writing
* Half termly Sonar assessments for writing
* Pupil Progress meetings to analyse spelling standards
* Monitoring of books