

# Upton Infant School Spelling Policy – October 2024

## Rationale

This policy makes explicit and accessible the agreed broad principles and practices upon which spelling is taught at Upton Infant School. It exemplifies the highest standards of teaching and identifies our learners' entitlement from the teaching staff.

## Aims

Spelling is an important part of a child's education and can be one of the main barriers to learning if not taught correctly. If a child starts a year with spelling gaps from the previous year, they are at risk of widening this spelling gap as they move through school. It is vital that spelling is taught efficiently and accurately because children who can spell accurately feel more confident when undertaking writing tasks, can expand their vocabulary in their daily lives and enjoy writing as a whole.

## Statutory Requirements

Statutory requirements for the teaching and learning of spelling are laid out in the National Curriculum in England: English Programmes of Study - English Appendix 1: Spelling.

## Strategies:

As a school we want children to:

- Write confidently and accurately
- Use a range of phonetic skills when segmenting for spelling, in line with our school's RWi policy
- Be able to edit and improve spellings independently
- Learn and apply the expected common exception words for their age
- Have the confidence to apply and spell unfamiliar words
- Consistent spelling provision from Reception to Year Two so all children are familiar with the journey

Below is a list of strategies to support children's spellings across the school:

## Spelling Spotlight

A useful tool to enable children to spell high frequency words and key words for their writing topic. It should not be a 'sea of words' but adapted to each class based on their individual needs. There should be no more than 8 words on the board split across two halves, although visuals can support these key words. Teachers must refer to this when modelling. Reception will have access to a smaller spelling spotlight.



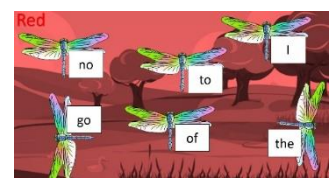
## KS1 Spelling Tracker

The spelling tracker should be placed at the back of each child's literacy book. When a child spells a common exception word correctly (and independently) the word is ticked. This needs to be shown three times. The same applies for the high frequency words tracker which is also supported through the wider spelling policy. This tracker is a tool for teaching assessment and to recognise the gaps in the child's learning. Trackers must be transferred with each new literacy book and passed on to the next teacher at the end of the year.

| Spelling Tracker – Year Two Common Exception Words |           |           |          |          |          |          |          |          |          | Teacher |
|----------------------------------------------------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|---------|
| Autumn 1                                           | Autumn 2  | Spring 1  | Spring 2 | Summer 1 | Summer 2 | Summer 3 | Summer 4 | Summer 5 | Summer 6 |         |
| about                                              | last      | because   | any      | Mr       |          |          |          |          |          |         |
| fair                                               | but       | where     | many     | Miss     |          |          |          |          |          |         |
| four                                               | part      | where     | children | clothes  |          |          |          |          |          |         |
| find                                               | class     | other     | week     | water    |          |          |          |          |          |         |
| find                                               | pass      | people    | break    | bedroom  |          |          |          |          |          |         |
| read                                               | great     | age       | park     | even     |          |          |          |          |          |         |
| about                                              | could     | wherever  | both     | only     |          |          |          |          |          |         |
| with                                               | should    | who       | half     | never    |          |          |          |          |          |         |
| take                                               | would     | good      | hour     | father   |          |          |          |          |          |         |
| and                                                | both      | not       | again    | long     |          |          |          |          |          |         |
| and                                                | every     | because   | most     | money    |          |          |          |          |          |         |
| and                                                | great     | everybody | so       | place    |          |          |          |          |          |         |
| and                                                | Christmas | whole     | parrots  |          |          |          |          |          |          |         |

## Spelling Pyramids

Children to be given a pyramid card (common exception words) at the start of term to take home and learn. Once a child/parent informs you they are ready, they can take the next pyramid from the school display and be given a sticker. When all the pyramids have been completed, the child will receive a special prize and certificate in assembly. Reception children will have these placed in their reading diaries.



# Fred Fingers

It is essential that all teachers are explicitly modelling how to use Fred  
Fingers to segment words, whether in a RWI session or a writing/topic  
lesson. Used alongside our sound cards, Fred Fingers is ultimately one  
of the most successful spelling methods for Reception and KS1  
children.



## RWI Sound Cards

Sound cards must be accessible for every child in **every** lesson. We have two types of sound cards in school for children to use alongside their writing. Teachers must encourage the use of sound cards and explicitly model using and selecting the correct sound.

|     |    |    |     |     |     |     |      |      |     |    |    |
|-----|----|----|-----|-----|-----|-----|------|------|-----|----|----|
| f   | l  | m  | n   | r   | s   | v   | z    | sh   | th  | ng | nk |
| ff  | ll | mm | nn  | rr  | ss  | vv  | zz   | ti   |     |    |    |
| ph  | lh | mh | nh  | rh  | sh  | vh  | zh   | ci   |     |    |    |
| b   | c  | d  | g   | h   | j   | p   | q    | t    | x   | y  | ch |
| bb  | cc | dd | gg  | hh  | jj  | pp  | qq   | tt   | xx  | yy | ch |
| a   | e  | i  | o   | u   | ay  | ee  | igh  | ow   |     |    |    |
|     | e  |    |     |     | a-e | ea  | i-e  | o-e  |     |    |    |
|     | a  |    |     |     |     | y e | ie y | oa o |     |    |    |
| oo  | oo | ar | or  | air | ir  | oy  | ire  | ear  | ure |    |    |
| u-e |    |    | oor | aw  | ur  | ow  | oi   |      |     |    |    |
| ew  | ew |    | ow  | are | er  |     |      |      |     |    |    |

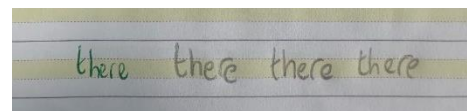
## Common Exception Word Mats

To be easily accessible for each child during writing lessons. Each CEW mat will have the age-appropriate words but teachers can also give access to the below/above year words where appropriate.



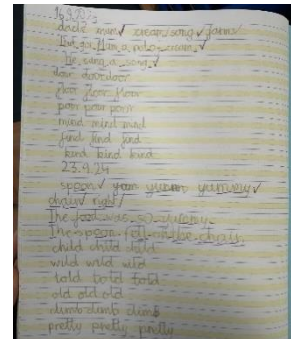
## Improvement Time

During Get Set Go time or the first 5 minutes of literacy lessons, children must be given time to correct or upgrade 'green' spellings in their literacy book. These spellings must be CEW, phonetically plausible words, spelling rules (e.g. suffixes) or stage appropriate. They must **not** be topic words e.g. Goldilocks.



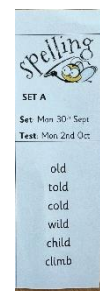
## KS1 Spelling Lessons

A weekly spelling lesson that teaches key spelling skills in an isolated format. Spelling lessons will identify gaps in learning, expose children to new spelling rules, build the tools to segment phonetically-plausible words and apply them to dictated sentences. Every half term there should be a spelling check of the common exception words.



## Weekly Spelling Tests

In KS1, children will be given six spellings to learn each week at home. They are then tested on the spellings each week in their red spelling books which are then sent home for parents to interpret. These spellings can be differentiated for children off the RWI scheme.



## CEW Display

All classrooms must have a display of the common exception words for that year group. These can be supported with visuals/widgets alongside and must easily accessible e.g. to the side of the classroom in large text. Reception classrooms will add CE words to their displays as the year progresses.

