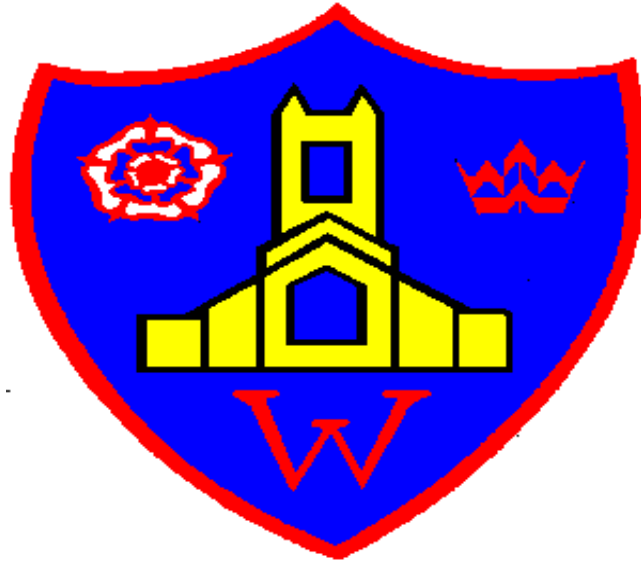


WALMSLEY C.E. SCHOOL

BLACKBURN ROAD, EGERTON, BOLTON BL7 9SA
TELEPHONE: 01204 332650



English Spelling Statement

Date Drafted	Dec 2021
Policy Written By	R Cahill
Date Reviewed	<i>Jan 2023</i> <i>Sep 2023</i>
Date of Next Review	Sep 25
Responsible Committee	School Effectiveness

As a school we pledge to:

...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment

...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity

...give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride

Statement of Intent

Walmsley C of E School follows the statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum. We aim to deliver a high-quality English education that will teach pupils to develop a mastery of spelling conventions in order to communicate effectively whilst writing. Our English curriculum is carefully planned to meet the needs of all pupils, including those who are disadvantaged or with SEND needs.

We aim to ensure that all pupils:

1. Are encouraged to write freely, without fear of failure.
2. Are taught within an environment that positively promotes the studying of words.
3. Are taught age appropriate phonics, spelling patterns and strategies.
4. Are encouraged to spell words for themselves using their phonic knowledge and understanding of spelling patterns and strategies.

Curriculum Implementation for Spelling

Our English curriculum is implemented through careful planning, teaching, assessment and feedback using Supersonic Phonic Friends in Reception and the autumn term of Year 1 and the 'Literacy Pathways to Spell' programme from the Spring Term Year 1- Year 6. We will support spelling knowledge through English and all aspects of the wider curriculum. The teaching of spelling will be supported using a literacy rich environment with key curriculum vocabulary being clearly displayed, providing children with word lists, spelling logs, spelling lesson books and dictionaries where appropriate.

Spelling Pathways

The Pathways to Spell programme has been designed based on extensive research (Hewett, 2019 & Martin, 2014) into how children learn to become proficient spellers and on guidance from the Education Endowment Foundation (EEF, 2018) on promoting metacognition and self-regulation. They have found that most effective learners can self-regulate and organise their own approach to learning. They are aware of their strengths and weaknesses and have well-developed metacognitive strategies that help them to learn.

In order to facilitate effective learning, pupils will be taught to spell in a number of ways:

- **Developmental approach** – pupils moving from a focus on phonics and knowledge of GPCs through to patterns and the look of a word at a pace appropriate to their age
- **Generalisation approach** – if you know how to spell cat and bat you can have a go at hat and pat
- **Rote-visual memorisation** e.g. look/say/cover/write/check

In this way, pupils will develop key knowledge about words and the way in which the English language is made up.

Phonemic knowledge – the understanding of sounds and grapheme-phoneme correspondences (GPCs) to represent words

Orthographic knowledge – the letters or groups of letters that are used to represent words including the look of a word, letter shapes and the order






Morphological knowledge – the meaning of the word or the meaning of each component in a word. A morpheme being the smallest unit of meaning in a word

Etymological awareness – the origins of words and their meanings e.g. knowledge that chef is a word which is French in origin helps you to learn to spell it with ch rather than sh

The following principles guide the Pathways to Spell approach to teaching spelling:

- We are determined that children become excited and fascinated by words through investigation of patterns and links between words
- Spoken language underpins all the lessons – talk, exploration, play, hypothesising and experimenting is the foundation of the programme
- Collaborative learning is valued and encouraged
- As children learn to spell in different ways, the programme ensures that pupils have the opportunity to learn through a repertoire of multi-sensory approaches
- Repetition of rules and patterns year on year is key to developing spelling knowledge in the long-term memory, with key elements reviewed each week
- Lessons include support and challenge for the range of learners in every class
- Developing a spelling environment in the classroom supports learners and raises the profile of spelling when pupils are writing
- Application of knowledge beyond the spelling lesson is a vital component that needs to be embedded across school

The Spelling pathways learning sequence follows five stages:

Review		Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
Explain		Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
Practise		Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
Apply		Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
Reflect		Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

Super Sonic Phonic Friends

In reception pupils are taught spellings inline with the accredited phonics scheme Super Sonic Phonic Friends. Pupils in Reception use the basics 2 and Basics 3 sounds and tricky words to segment and spell known and unknown spellings.

We ensure that the curriculum is taught in line with our aims:

- The English curriculum is delivered as a discrete subject and reinforced throughout the curriculum.
- There is a consistent approach used throughout KS1 and KS2.
- The statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum is followed. This promotes an English curriculum that is progressive and allows children to build upon previous learning.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.
- The English curriculum is adapted, through appropriate differentiation to meet the needs of all learners and prepare them for the next stage in their education.
- Vocabulary is selected and taught explicitly using the national curriculum and subject vocabulary linked to texts. This is progressive across year groups and is clearly displayed in classrooms, on working walls, so the children can refer to it to enhance their writing. Collaboration is promoted at all levels of school life.
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.
- The teaching of spelling will include learning age appropriate high frequency words, key word lists (common words observing visual patterns) and any individual words taken from their own free writing (words which occur frequently or which are important to them).
- Pupils will be expected to apply learned high frequency words and spelling rules in their independent writing.
- Teachers should expect pupils to use learned spellings correctly in their independent work across the curriculum and will correct some incorrect spellings as outlined in the marking policy.

Curriculum Impact for Spelling

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

The impact of this is measured in the following ways:

- National end of key stage assessments are used to identify strengths and areas for development.
- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes in writing in all year groups. Strengths are celebrated and areas for development are acted upon.
- Whole school, LA and cluster moderation ensures writing standards are moderated across EYFS, KS1 and KS2.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book monitoring. This information is used to plan staff meetings and external training opportunities.

- Marking and writing assessments completed by the teacher (verbal as well as written) inform next steps and planning.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.
- This policy is a guideline to the teaching of spelling and staff should use their own professional judgement to cater for the children's individual needs and abilities.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.