



Aims:

- Children have high expectations of their own spelling.
- Children use a range of resources to look up and check spellings when they are writing and revising their writing.
- Children can apply phonemic knowledge and knowledge of regular spelling rules to their attempts at spelling new words.
- Children are aware of the visual nature of English spelling and know that they need visual as well as phonemic skills when spelling.
- Children learn spelling and handwriting as part of an integrated programme.
- All children have equal access to the curriculum, regardless of race, gender or disability.

To achieve these aims:

A. Structured teaching programme:

- We use a structured programme to guide the teaching of spelling based on the National Curriculum. We use Twinkl Phonics to teach phonics in Class 1. These are referred to and inform our medium term and weekly planning.
- The programme includes the teaching of phonemes and of letter names from Reception onwards; children are taught a cursive, joined style of writing from Reception.
- The phonic sounds are the pure, clipped initial letter sounds without additional vowel sounds e.g. "m" not "muh."
- The programme includes the use of rhymes, songs and games, the study of visual patterns, the study of spelling rules, teaching careful pronunciation, an interest in the origin of words and an emphasis on teacher and pupil enjoyment.
- There is weekly focus for the teaching of spelling and the work is differentiated.
- In reception and key stage 1 there is a daily 20 minute phonics session which is taught by highly skilled class teachers or HLTAs.
- Spellings based on the learning focus are learned in class, given as

homework and tested every Monday in years 1-6. The children in reception have folders with new phonemes to practise every week.

- Word banks are displayed in the classroom. These may be words linked to current topics or irregular high frequency words.
- Children have a spelling exercise book.
- Children practise spellings using look, cover, write, check method (i.e. depending on their memory when writing whole words and not using a letter by letter approach) and this method is taught and regularly revised.
- Links to handwriting are reinforced in the teaching of spelling. Please also see handwriting policy.

B. Ongoing teaching of spelling:

- Spelling is taught as part of daily writing, with short but frequent references to the spelling of key words in a subject; this may be done as part of the introduction to lessons as well as when working with groups or individuals.
- Children are taught to use the spell-check function on the computer when they are writing using a publishing or word processing program.
- Dictionaries are available on tables when children are writing and the teacher ensures their use by children.
- Children check their spelling as part of their revision of selected pieces of writing where there is a spelling focus.
- Some writing sessions may target completely correct spelling e.g. written work for display.
- Anxiety about spelling must not be allowed to develop; the teacher must ensure that spelling is seen by the children as one of the skills of a writer, but that content is of prime importance when writing.
- Spelling corrections are given as part of marking; not all misspelt words are included but judgement is made according to individual attainment and the context of the work.

Resources

- Dictionaries of different levels appropriate to each child's needs are available in the classroom.

- Magnetic letters, wooden letters and stampers are available in class 1.
- Games to reinforce spelling are available in both classes.
- Staff have a Logon to Twinkl Phonics and resources are available in class.
- National Curriculum guidance.
- NFER tests for years 3-6.

Assessment

- Children in years 1-6 have a weekly spelling test.
- Children in Year 1 take the phonics screening test.
- Children in years 1-6 have a half termly tracking assessment.
- Children in year 6 complete a SPaG test in the summer term.
- Children in years 3,4 and 5 complete an NFER test each term.

Success criteria

- Children achieve at and above national average levels in their spelling as measured by teacher assessment and SATs results.
- Children use dictionaries and word banks on a regular basis when they write and revise their work.
- Children are able to discuss spelling patterns, rules and anomalies.
- Children in Year 1 achieve well in the phonics screening test in the summer term.
- All children have equal access to the curriculum, regardless of gender, race or disability.

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