



Burton Leonard Church of England (VC) Primary School

Spelling Policy

Aims and objectives

The aim of teaching spelling here at Burton Leonard School is to value the content of a child's writing and ensure a child's spelling is accurate enough so that the content can be read and therefore meaning communicated to the reader.

The objectives of teaching spelling in our school are:

- To ensure full coverage of the current Government guidelines for English across all key stages across our creative curriculum.
- To make children confident, independent and competent spellers.
- To teach a variety of spelling strategies (phonic approach; look, say, cover, write, check, letter strings; mnemonics), which help them spell words with which they have difficulty.
- To enable children to apply this knowledge in their written work.

Curriculum planning for spelling

- Current Government guidelines are used as a scheme of work for writing across all key stages across our creative curriculum.
- LCP, using Letters and Sounds activities is used as a scheme of work for spelling at Foundation Stage and Key Stage 1 and for identified children in Key Stage 2.
- Supplemented by English Appendix 1 of The National Curriculum 2014, the North Yorkshire Key Stage 2 Spelling Programme is used as a scheme of work for spelling at Key Stage 2.
- Look, say, cover, write and check is used as a common spelling strategy throughout the school to help children learn and remember words.
- Spelling rules are taught where and when appropriate as outlined in English Appendix 1 of The National Curriculum 2014 and the North Yorkshire Key Stage 2 Spelling Programme.
- Children are taught to join their handwriting when a new letter string is introduced.
- Children are encouraged to use dictionaries and ICT spell-checks.

- Syllabification and over articulation is encouraged to help children spell unfamiliar words in their independent writing.
- Appropriate ICT software is used at all Key Stages eg Spellosaur and Reading Eggs.
- Children are introduced to the correct terminology as appropriate.
- We are a dyslexia friendly school and use Specific Learning Difficulties Guidance to identify next steps and plan practical strategies to support individual children's needs.

Foundation Stage

- Letters And Sounds is used as a resource for teaching phonics at Foundation Stage.
- Jolly Phonics is used as a tool to introduce children to initial letter sounds.
- Recognition of initial letter sounds is further reinforced through related stories, poems, songs and play activities.
- Children in Foundation Stage are grouped in "Phase" groups where and when appropriate.
- Children learn spellings of words and common exception words in the appropriate "Phase" groups and are assessed half termly.
- Phonic knowledge, re phoneme/grapheme correspondence, and the ability to apply this knowledge, is monitored continually during daily phonic sessions and tracked using a phonics progress tracking sheet and North Yorkshire Summative Record Of Pupil Progress In Phonics.

Key Stage 1

- Children are engaged in daily 20 minute phonic session including activities. LCP, using Letters and Sounds activities, is used as a scheme of work.
- Children in Key Stage 1 are grouped in "Phase" groups.
- Children learn spellings of common exception words as outlined in English Appendix 1 of The National Curriculum 2014 and are assessed half termly.
- Phonic knowledge, re phoneme/grapheme correspondence, and the ability to apply this knowledge, is monitored continually during daily phonic sessions and tracked using a phonics progress tracking sheet and North Yorkshire Summative Record Of Pupil Progress In Phonics.
- Phonics Bugs phonic readers for phonic phases 2, 3, 4 and 5 are used to support children identified as requiring additional support in reading and spelling.
- Children identified as requiring additional support receive 4 x 12 minute 1 to 1 spelling phonic/spelling precision teaching sessions per week.

- At the end of the school year, Year 1 children complete a national Phonic Screening Check. Children in Year 2 who do not achieve the required standard at the end of Year 1 resit the test at the end of Year 2.

Key Stage 2

- Children not secure at Phase 5 or 6 will receive a 20 minute phonic session 5 times per week.
- Children learn spellings of common exception words as outlined in English Appendix 1 of The National Curriculum 2014 and are assessed half termly.
- Dictionary and other extension activities are presented to children.
- Key Stage 2 children follow the North Yorkshire Key Stage 2 Spelling Programme and have discreet daily grammar, punctuation and spelling (GPS) lessons.
- For homework they are given letter patterns to practise. Children scoring less than the pass mark have post teaching practise prior to re-sitting the test.
- Accurate application of spelling is monitored through marking. Children are asked to correct 2 or 3 identified mistakes using the look, say, cover, write and check method 3 times where appropriate.
- Spelling knowledge is continually assessed.

The Early Years Foundation Stage

We relate the spelling aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for :

- Communication and Language: Listening and attention, Understanding, Speaking
- Literacy : Reading and Writing

Inclusion

At our school we teach spelling to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our teaching of spelling we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Involvement of parents

- Progression in Word Reading documents are available on the school website to help parents support their children at home.
- Parents' evenings are held two times a year and parents receive an annual report of their child's progress at the end of each year.
- Open book evenings, when children have the opportunity to share their achievements with their parents, are held each term.
- Regular information evenings are held to inform parents of how children are taught reading in school and what expected standard in reading or greater depth within the standard in reading looks like.
- An open door policy allows parents to ask teachers for advice or support to help their children at home.
- Parents are asked to support their children in learning spellings with particular spelling patterns for weekly spelling tests. Parents also support their children in learning common exception words.
- Parents are invited to our Celebration Assembly to celebrate children's achievements across the curriculum. This is held in school every Friday.

Assessment for learning

- Children demonstrate their ability in spelling in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to peer assess, self-edit and make judgements about how they can improve their own work.

Monitoring and review

- In light of the National Curriculum 2014, our internal tracking system records those children termly who are emerging, developing, expected and exceeding national standards. Progress made by each child is recorded termly using our internal tracking systems for each year group and is inputted onto our school tracking system. Data is analysed and follow up pupil progress meetings are held to inform further learning needs. This tracking information is held by the class teachers and the Head teacher. Each teacher passes this information on to the next teacher at the end of each year.
- It is the responsibility of the English subject leader to monitor the standards of children's work and the quality of teaching in spelling. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for reading in the school. The subject leader evaluates strengths and weaknesses in reading, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe teaching of reading.

- The English Subject Leader, in agreement with colleagues, will update spelling resources as appropriate.

Subject Leader – Mrs Dawn Leader
English Governor – Mrs Karen Fallis

Adopted Spring 2017
Next review Spring 2019

Amanda Tounson

