

# Sebert Wood Primary School Spelling Policy



**Date written / reviewed:** October 2020

**Next Review Due:** October 2023

**Approved by the Curriculum Committee**

## **Rationale**

Children write to be read and understood for a wide range of purposes and to communicate with a wide range of audiences. They need to be able to spell correctly so their writing can be understood. We believe the complex rules and conventions of our English spelling systems must be taught systematically.

## **Aims**

- We aim to provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- We aim to deliver the spelling objectives outlined in the National Curriculum and the Letters and Sounds (EYFS and Key Stage 1 and beyond if needed)
- We aim to provide a wide range of activities and experiences in spelling, in order to meet the learning styles of all children within the classroom.

## **Planning and Teaching Spelling**

- In EYFS and Key Stage 1 spelling is taught systematically using the Letters and Sounds Phonics and National Curriculum. Letters and Sounds focuses on the auditory recognition, visual recognition, blending (reading) and then segmenting (writing) of separate sounds (phonemes) in words. The phonemes and graphemes taught are divided in six progressive phases. See the Phonics Policy and Letters and Sounds document for further information. Through this systematic teaching of spelling, children learn that letters are used to represent different sounds, that each sound can be represented by one or more letters, that sounds may be written in more than one way and that some letters may represent more than one sound.
- In Key Stage 2 the school uses Spelling Shed as a starting point to plan across the rest of the school, with lesson content and curriculum coverage adjusted to meet the needs of whole cohorts, groups and individuals.
- All pupils from Year 1 upwards are provided with a log in for Spelling Shed for use at home.
- Children across the school will be taught how to use a dictionary to support spelling.
- The school will also teach wider high frequency word spellings rather than focusing just on the words listed in the national curriculum
- Marking will follow the school's marking codes encouraging the children to identify and correct any errors they have made in a piece of work.
- It is important that spelling is part of the drafting, editing and improving process in writing lessons
- We do not routinely send spellings home to learn and have weekly tests throughout the school; however word lists may be sent home to learn in Years 2 – 6, as required. Once spellings have been learned we expect to see them applied consistently in general writing activities.
- Spelling will be taught both in discrete lessons and embedded within the sessions of English and other subject lessons.

## **Assessment and Record Keeping**

- Teachers keep records of pupils' progress through the Letters and Sounds Phases, noting both the reading and **spelling** skills acquired.
- Pupils in Years 2 and 6 undertake the Spelling SAT paper, which is analysed to identify strengths and areas for development
- Any class spelling tests are recorded in the teacher's records
- Key Stage 2 staff will use a diagnostic spelling assessment in the Autumn term (HAST)

## **Additional Needs**

If a pupil is struggling to acquire basic spelling skills the SENDCo can provide support materials, such as Apples and Pears or Beat Dyslexia.