



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

SPELLING

APPROVED BY GOVERNORS	March 2024
TO BE REVIEWED BY	March 2027

FAIRLANDS PRIMARY SCHOOL

SPELLING POLICY

Providing every child with the opportunity to be a confident writer

AIMS

- to provide all children with the opportunity to become a confident speller.
- to ensure continuity and consistency in the teaching of spelling across the school.

The importance of spelling to the curriculum

Spelling is an integral part of the writing process. Pupils who spell with ease can concentrate on the content of their writing. Confidence in spelling often has a profound effect on the writer's self-image.

TEACHING AND LEARNING

Learning to spell is a developmental process. Children must be actively taught rules and conventions and will need to continually practice those already taught.

At Fairlands, spelling will be taught through short, lively focussed sessions, these sessions will be supported through working wall displays. The school's thematic curriculum will support the teaching of spelling and children will learn words relevant to their topic. This learning will be supported through language rich thematic displays.

Teachers will use well-chosen resources to ensure lessons are inclusive and engaging. Letters and Sounds and Support for Spelling are followed as a basis for providing quality first teaching. As learning to spell is a developmental process each key stage requires a differentiated approach.

Foundation Stage

Little Wandle Letters and Sounds Revised is a phonics programme validated by the Department for Education which provides the basis for all quality first teaching as children begin to use phonic knowledge. Children will move through phases one to three at a pace suitable to meet their needs. The emphasis at this stage is multi-sensory linking the teaching and practising of letter shapes and patterns with the development of pupils' ability to listen to, and discriminate between, the constituent sounds which make up a word (oral blending and segmenting). Much of this occurs through interactive games and activities. Children learn at an early stage how to discriminate and make connections between letter sounds used in reading and letter names used in spelling.

Developmental writing is encouraged to give pupils confidence; it is crucial that pupils at this stage in their development as writers do not become over-concerned with spelling accuracy. Support is given to spelling by providing writers with aids such as letter charts and simple word banks to stimulate interest in, and enthusiasm for, words.

Overview for Key Stage 1

Little Wandle Letters and Sounds Revised forms the basis for the teaching of spelling at Key Stage 1. Lessons will follow the recommended format. Phonics is the primary approach in the teaching of unfamiliar words as the children work through phases four, five and six. As well as learning and using the 44 phonemes for spelling, pupils learn how to spell several high frequency words taught as 'tricky words', which are not phonetically plausible. These words are also taught through the letters and sounds phases.

Phonics lessons are planned as separate discrete lessons; however, it is important that children apply their learning to every writing opportunity. Throughout Key Stage 1, children will become increasingly independent spellers as they are encouraged to use their knowledge of phonics to 'have a go'. Children are encouraged to self-check and edit their work; they begin to use a simple dictionary and keep a word bank. It continues to be important that children have the confidence to attempt expressive vocabulary over words involving fewer complex spellings.

It is essential children secure each phase of teaching before moving on to the next, however there are specific age-appropriate objectives which should be taught in each year group.

Year 1

Revision of reception work should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words, e.g. the, said, one, two
- the days of the week

Pupils should also be taught to:

- name the letters of the alphabet in order:
- use letter names to distinguish between alternative spellings of the same sound

Prefixes and suffixes:

- use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)

Children will also be encouraged to write, from memory, simple sentences dictated by the teacher that include words using GPC's and common exception words taught so far.

Year 2

Revision of work from Year 1 is undertaken and then new learning is planned for and delivered, using the Babcock Spelling Scheme resource.

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. two, to, too)
- learning to spell common exception words
- learning to spell more words with contracted forms, e.g. can't, don't.
- distinguishing between homophones and near-homophones

- add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less –ly
- learning the possessive apostrophe (singular)

Children will also be encouraged to write, from memory, simple sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.

For Years 1 and 2, pupils will be taught to apply the spelling rules and guidelines as listed in Appendix 1.

Overview Key Stage 2

At Key Stage 2 there is a greater emphasis on morphological knowledge, although children must continue to apply, and be secure, in using their knowledge of phonics. Morphological knowledge includes understanding root and compound words, prefixes, suffixes, and etymology. The Babcock Spelling Scheme forms the basis for the teaching of spelling at Key Stage 2 and in Year 2 once children have completed phonics phase six. The overview enables the teacher to track and differentiate spelling objectives according to the children's needs. It is recognised that some pupils will need to consolidate their phonic knowledge and skills from Key Stage 1. The teaching sequence as outlined in support for spelling will be used to deliver focused lessons.

Children build on the approaches introduced in Key Stage 1 but there is an increased emphasis on developing confidence and independence. Children will assume an increased responsibility by identifying their own spelling errors when checking and editing work. Children access dictionaries, word books and mats independently and this allows them to record new work and consolidate previous work. Children are encouraged to use a range of memory strategies such as, syllables, base words, analogy, and mnemonics. These strategies will be displayed in all Key Stage 2 classrooms.

Years 3 and 4

Revision of work from previous years is undertaken and then new learning is planned for. Special attention is taken of the rules for adding suffixes.

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (Appendix1)
- spell further homophones
- spell words that are often misspelt (Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls,' boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Years 5 and 6

Revision of work from previous years is undertaken and then new learning is planned for and delivered.

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidelines for adding them
- spell some words with 'silent' letters, e.g. knight, psalm, solemn
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.
- use dictionaries to check spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both in a dictionary
- use a thesaurus.

Word Lists

The specific word list for Years 3, 4, 5 and 6 will be taught at school and practised at home. The word lists have been organised into separate year groups. It is an accumulative list of spellings. Spellings from the previous year group/s need to be revised and new spellings will be taught.

HOMEWORK AND TESTING

Children in Reception are provided with following week's sounds and 4 to 5 words to recognise as part of weekly homework.

All children in Key Stages 1 and 2 are given spellings to learn at home as part of weekly homework. These are differentiated according to the needs of the children.

Spellings are tested. In Key Stage 2 this takes the form of sentence writing or dictation.

SPECIAL EDUCATIONAL NEEDS

Children identified as significantly below age-related expectations will be taught relevant phonics phases.

Pupils are identified for wave 3 support through careful tracking. Lessons will be short, focused, and multi-sensory to meet the needs of all learners.

THE ROLE OF PARENTS AND CARERS

At the beginning of each academic year, a Writing Expectations Flyer communicates the school's policy about the place of spelling in the writing process. This ensures that parents know that they have a significant role in supporting their children to learn spellings at home.

ASSESSMENT AND RECORDING

Spelling errors are marked in accordance with the school feedback and marking policy. Not all spellings are corrected; however, a list of non-negotiable spellings from the Phase 2 to 6 tricky words list must be correctly spelt from Years 2 to 6. Spelling errors of previously taught spelling patterns and common exception words specific to the year group are also expected to be corrected in line with the school feedback and marking policy unless there is a specific individual learning need. The assessment of spelling is within the context of the children's writing and through weekly tests.

REVIEW

The local governing body will review this policy in line with its annual cycle of review.