

# **St Elizabeth's Catholic Primary School**

## **Spelling Policy**



**Adopted - February 2023**

**Review date - January 2025**

### **School Mission Statement**

Our mission is to strive for fullness of life for everyone. Through education and prayer, we listen, learn and grow with Jesus.

Our intentions:

- to establish consistent practice, progression and continuity in the teaching and learning of spelling and phonics throughout the school.
- to ensure that all pupils are able to access spelling work and achieve at age related expectations.
- to differentiate spelling and phonics work where necessary, according to the needs of pupils, so that **all** pupils are given sufficient challenge at a level at which they can experience success.
- to give children word work strategies that will enable them to become fluent readers and confident writers.

**These aims will be delivered by:**

- Word work taught explicitly, frequently and regularly.
- Games, investigations and activities to make the learning of spelling engaging.
- The identification of patterns and links to allow pupils to apply content taught.
- Opportunities for dictation so pupils learn to spell correctly in context.

### **Teaching and curriculum content**

#### **Early Years and Key Stage 1**

The teaching of Phonics will follow the teaching sequence set out in the Letters and Sounds Programme, supported by a variety of resources. High quality phonics sessions will be taught daily in Reception and Key Stage 1 classes, enhanced by a multi-sensory teaching approach and an awareness of different learning styles including visual, auditory and kinaesthetic. We also use the programme 'Little Wandle', which includes teaching tricky high frequency irregular words. (Please see additional Early reading and phonics policy)

In addition to the teaching of phonics, from Reception we use our school spelling progression. Our Phonic and Spelling progression grid outlines the sounds and patterns to be taught for each year group.

#### **Key Stage 2**

Word work / spelling, will be taught explicitly and regularly to all pupils and linked to their spelling tasks. Children need to be taught explicitly about the structure of words (morphology) to guide their spelling, e.g. that 'richness' belongs to a whole group of words ending in '-ness' and this ending is always spelt with a double 's' Teachers should be aware of the value of overlearning, i.e. revisiting and practising words.

Pupils who still need extra support with phonic work should be identified and targeted to go on to intervention strategies if necessary. Spelling high and medium frequency words should be revisited regularly throughout the school. In Years 4, 5 and 6, children's spelling lists should include common exception words and mistakes derived from current work as well as words that reflect the word work currently being taught. It is essential that spelling lists relate to specific teaching. Key words from topics will also be part of the spelling program.

In all year groups age appropriate dictionaries will be available for pupils to use. From Y3 upwards, children will have an individual 'try pad' in which they will be able to 'try' a word before asking for help or using a dictionary to find the accurate spelling. When marking work, teachers will identify any words that have been spelt incorrectly that a pupil should know how to spell. These will be highlighted pink and the pupil asked to copy the correct spelling 3 times at the end of the piece of work. This will avoid habits being created which will be more difficult to rectify later in the school if allowed to become further embedded. Pupils from Y2 upwards use word walls to support the spelling of frequently incorrect words.

### **Assessment**

All teachers should ensure that they are aware of individual children's needs through formative assessment. Assessment may take the form of spelling tests, either in lists or given as a dictation sentence containing the words being taught. Spelling tests may be given, but may need to be differentiated for some pupils with SEN. Spelling games may also be given for pupils to take home.

Learning to spell is a cumulative process; materials gradually build up pupils' spelling vocabulary by introducing new words and giving continual practice of words already introduced.