



Member of staff responsible: Carmen Dewhurst

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Spelling Policy

1. Aims and intent

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Longridge CE Primary our overarching intent for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. Our children will learn how to speak, read and write fluently and confidently.

Aims of this Policy

- To explain the expected practices, to ensure that children become successful spellers.
- To provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules.
- To ensure continuity in practices and progression in spelling skills.
- To raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.

2. The Principles behind this Policy

- Research tells us that Spelling tests are not a good way to ensure spellings are learnt. It is essential that children apply spelling rules and patterns in to their writing rather than just rote learning spellings which are then forgotten the following week.
- Spelling is the application of visual memory. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners.
- Spelling must be taught in context - linked to the oral use of the word and the formation of the word as a whole (handwriting).
- Accurate spelling and accurate letter formation go hand-in-hand. As teachers, we must ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them.
- Successful spelling takes place through a VAK (visual, aural and kinaesthetic) approach. As teachers, we need to ensure that spelling is taught using a combination of methods.
- Successful spelling takes place when children have an opportunity to review and recall their learning. Teachers must provide opportunities to consolidate learning throughout each week.

In July 2021, we sent out an English survey to our parents. Most parents would welcome the reintroduction of weekly spelling lists and tests. Therefore, we have decided to reintroduce weekly spelling lists and weekly testing from September 2021.

The children will have a weekly spelling list of words to learn and they will be tested each week. The children can use Spelling Frame to support this learning.

3. The Teaching of Spelling in the Foundation Stage, Year 1 and Year 2

We follow the Red Rose Letters and Sounds Phonics Programme. The children have a daily phonics session. In Year 2, we are commencing the Year 2 Red Rose letters and Sounds programme.

4. The Teaching of Spelling in Years 3-6

We follow the No Nonsense Spelling programme. The *No Nonsense Spelling* Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The programme

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

How *No Nonsense Spelling* is organised The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. The overall pathway can be found on the USB stick.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily.
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

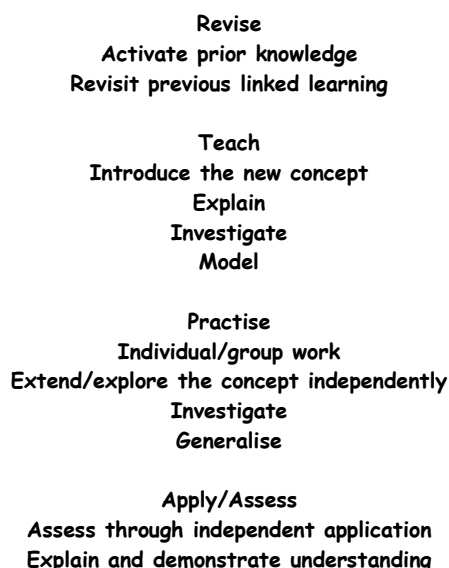
The Lesson Plans The lessons themselves then follow the structure below:

Lesson	<i>Reference to year group, block of lessons and lesson number in sequence</i>
Lesson type	<i>Revise/Teach/Learn/Practise/Apply/Assess</i>
Lesson focus	<i>The particular spelling focus for the day</i>
Resources needed	<i>A list of the resources that will be needed. These might be documents that are photocopied or printed in advance so that flashcards can be prepared, or presentations to display the task/activity on a whiteboard. The resources are featured at the end of each book for reference. Editable versions are available on the USB stick, which can be copied and pasted into your own documents and edited.</i>
Teaching activity	<i>Key teaching points, sometimes including extra notes and tips for the teacher</i>

Each lesson is approximately 15/20 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. The Supporting Resources at the back of each book can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the Programme can be used.

Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:



Within the lessons, the particular focus is identified, followed by suggested teaching strategies.

By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual.

You will find the following referred to in the lessons:

Modelling: An activity is described, and it is anticipated that the action expected of pupils is modelled to them first.

Spelling partners: Pupils are asked to work in pairs, often to 'test' each other. They will be asked to work with their spelling partner from time to time.

Learning strategies: The following learning strategies will be taught to the children - LSCWC (Look, say, cover, write, check), trace, copy and replicate (and then check), segmentation strategy, quick write, drawing around the word to show the shape, drawing an image around the word, words without vowels, pyramid words and other strategies listed in the programme.

Assessment: Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught.

These activities include:

- *Testing - by teacher and peers
- *Dictation

*Explaining

*Independent application in writing

*Frequent learning and testing of statutory and personal words.

7. Application of Spelling in Writing

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever increasing number of words accurately and to check and correct their work. This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing, and teaches proofreading skills.
- Guided and independent writing: the children apply what they have been taught. This is an opportunity to think about the whole writing process - composition as well as spelling, handwriting and punctuation.
- Marking the children's work: the teacher can assess their progress and ability to understand and apply what has been taught and then identify targets for further improvement.
- Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

8. Spelling Journals

In Years 2 to Year 6, all children begin to use spelling journals. This journal will remain in school and children will use it to record the particular spellings they need to focus on in their work.

The spelling journal will be used in the following two main ways:

*As part of the 'No Nonsense' teaching programme: a regular part of the spelling activities involves the children identifying specific words that they need to continue to work on. These could be words exemplifying a particular pattern, or convention, of high-frequency words. These words are put into the children's spelling journals with tips on how to remember the spelling.

*To record spellings arising from each child's independent writing: these words will be personalised to the individual child and will be those that frequently 'trip them up' as they are writing. These words can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell these words correctly in subsequent pieces of writing.

Children should have a manageable number of personalised spellings in their spelling journal at any one time and these should be reviewed each half term. Children should be taught to look for evidence of correct spellings in their independent writing and can then remove the word from the list once it has been consistently spelt correctly.

9. Spelling Intervention

We use IDL (x3 per week) for an identified group of children in Years 2-6 who are having difficulty with spelling. Also, children who are identified on the SEN register may be given weekly precision teaching targets based on spelling.

10. Marking of Work

Marking is integral to how we assess the children's writing. It should be purposeful, constructive and support the child by showing them how they can improve. It should also assist the teacher in planning the next crucial steps for learning. When focusing on spelling within writing, children should firstly be given the opportunity to write freely and be encouraged to use spelling strategies they know. This ensures that the child is still motivated to write and promotes independence when spelling. However, at the proof-reading stage, time should be given for checking any words the child is unsure of or unfamiliar with. When writing, children are encouraged to highlight these words by underlining them so that they remember to revisit them later. They should then be encouraged to use their spelling journal/wall and any other spelling strategy prompts that are available within the classroom environment. As teachers, our initial responses to a child's piece of work, particularly at the drafting stage, should be related to the learning objective and content (Composition and Effect). We should be concentrating on the positive aspects of the writing. During the proof-reading stage, the teacher should identify an appropriate but manageable selection of incorrect spellings. These words could be written correctly on the page for the child to see and then transfer to their individual spelling journal.

English Subject Leader - Carmen Dewhurst