



## Spelling Policy

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## **INTRODUCTION**

This spelling policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of Spelling. It has been written with due regard to the requirements of the New English National Curriculum (2014) and it will be monitored and evaluated according to changes within these documents as and when they arise.

## **AIMS**

- To teach spelling systematically throughout the school;
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Floppy's Phonics' scheme of work;
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum;
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher;
- To encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell, that may not have the same effect on their writing;
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

## **DEVELOPING SPELLING**

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, e.g. wait, wate;
- Know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used;
- Recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words;
- Know spelling conventions, e.g., relating to double letters;
- Look for similarities in the spellings of words which are etymologically related, eg, sign, signal.

## **THE TEACHING OF SPELLING AT CARPENTERS**

### **EYFS and KS1**

Phonetic knowledge underpins the teaching of spelling in EYFS and KS1. At Carpenters, we use the 'Floppy's Phonics' scheme of work to support children in

developing their phonetical understanding; this is taught daily and consolidated during handwriting sessions and when writing across the curriculum.

In year two, children who have reached stages 4 and 5 in Floppy's Phonics and passed the phonics screening will follow the KS2 expectations for spelling in line with the year two National Curriculum objectives.

See the phonics policy for more information.

## **KS2**

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology and etymology to support their spelling. Phonics is not taught explicitly (unless as an intervention) but is still consolidated through the teaching of spelling, reading and handwriting.

In addition to consolidating phonetical understanding, in KS2, children need to understand relationships between meaning and spelling where relevant. E.g. understanding the links between medical and medicine. Pupils will also understand the principles of prefixes and suffixes. Teachers will be aware of spelling patterns taught throughout the school so that rules can be consolidated and built on.

In key stage 2, spelling is taught weekly on a Thursday during allocated grammar sessions, with additional time to practice taught strategies during handwriting and writing across the curriculum.

Spelling should be reinforced during handwriting sessions and taught in context across the curriculum and key spellings and spelling rules are included on the MTPs for each writing unit.

Spelling lessons are taught to meet the needs of all learners, with a key focus on games. Carousel activities and additional adults should be used to facilitate effective differentiation. In order to guide children to becoming more confident spellers, the teaching of spelling is as investigative as possible. The lessons provide visual, auditory and kinesthetic elements in which the children play a vital role in their own learning.

Teachers should refer to the spelling progression document for the spellings and rules they need to teach each half term.

A word of the week is chosen and displayed in class weekly.

Spellings are marked consistently across the curriculum, see the marking policy for more information.

## Homework

Spelling lists are given out every Thursday and spellings are tested every Monday. Teachers should provide meaningful feedback on the tests and use the results to inform further planning and provision. Children are encouraged to use the look, cover, write check method to learn their spellings and to write out their words in sentences for an extension.

Spelling homework is differentiated to meet the needs of the children in each class.

Children should always be encouraged to try, use and spell ambitious vocabulary in their writing at home. As in school, when they attempt ambitious words, a dotted line will be placed by the child under the attempt.

Spellings are taken from, and meet the requirements of the National Curriculum.

## Dictionary Use

There are a range of dictionaries and thesauri in each class which are differentiated to suit the range of needs within the class. As well as carrying out investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during Guided Reading in order to research the meaning of an unknown word. There are times when children also have iPads and computers available to use to support with spelling. Children use a dotted line under words they are unsure of and can access dictionaries once they have finished writing in order to check and correct these spellings.

## Glossary of terms

**Morphology** - The study of the forms of things e.g. how a word is formed.

**Etymology** - the study of the origin of words and the way in which their meanings have changed throughout history.

**Please see the following policies for information on phonics, marking and display:**

- **Writing policy**
- **Marking policy**
- **Phonics policy**
- **Display policy**