

Central Primary School



Spelling Policy

Our motto: Children are Central

At Central Primary we consider Spelling to be of upmost importance in developing children's literacy skills. The ability to spell effectively allows children to demonstrate their understanding of subject content through their eloquent written work.

Aims and objectives

The aims and objectives of the spelling curriculum are:

- To enable pupils to spell accurately
- To develop pupils' confidence with writing
- To encourage pupils to learn and use new words
- To support pupils with their reading
- To apply pupils' use of phonics
- To apply spelling patterns to their writing

Teaching, learning and assessment

Our spelling teaching works in stages. Stage 1 and 2 run simultaneously through Reception to Year 3 and build up towards stage 3, which continues until the end of Year 6.

Stage 1: Phonics

We teach children phonics following Letters and Sounds. Phonics allow children to understand the phonetic principles behind reading and spelling which in turn allows them to segment words to spell them using phonetically plausible spellings. Letters and Sounds is a 6 phase approach to teaching phonics and is taught daily from Reception to Year 2. Phonics teaching is continued into Year 3 for those children who have not yet reached the final phase of phonics.

Stage 2: High Frequency Words

In conjunction with teaching children phonics, we also recognise that some of the most commonly used words in English are not always phonetically plausible and thus must be learnt so that children are able to spell them. In order to do this in a differentiated and manageable way we have developed high frequency word ladders, trains and rockets.

High frequency word ladders cover the first 100 high frequency words and are broken down into sets of five words which children learn to read, say, write, spell and use correctly in a sentence. When a child achieves a ladder, they are presented this in 'Good Work' assembly to which their parents are invited.

On completion of the ladders children are awarded a certificate which confirms their achievement and moves them onto the next 200 high frequency words displayed in the format of trains. These trains are made up of sets of five words and again a child needs to be able to read, say, write, spell and use these words correctly to be awarded the train.

The final aspect of word learning in this stage is the next 200 high frequency words which take the form of rockets. Again, these are presented in five word sets and children must be able to read, say, write, spell and use these words correctly to be awarded each rocket.

All ladders, trains and rockets are given to children working at the appropriate level this enables pupils to gain a positive outlook on learning spellings so that they feel word learning is fun and achievable.

We encourage parents/ carers to assist their children in this word learning by sending home the ladders, trains or rockets each week with the expectation that the children will be supported to learn these words ready to be presented their new words in the following week.

Stage 3:

We recognise that after a successful completion of both phonic and high frequency word learning children still need to develop their understanding of English spelling further and so we continue to teach pupils spelling patterns and exceptions. This is supported through The Spelling Bank Scheme. Again, this work is differentiated to the needs of the pupils and spellings are taught for 10/15 minutes each day in differentiated groups, with follow up activities to ensure that pupils are continuing to develop their spelling throughout their learning all the way to Year 6.

In addition to *The Spelling Bank Scheme* Year 2 children are now required by the National Curriculum (2014) to learn additional patterns, which they will be tested on in the Year 2 SATS. The children in Year 2 will be taught a spelling pattern per week, with follow up activities throughout the week. At the end of each half term these children will be tested on the spelling patterns they have learnt.

Alongside, *The Spelling Bank Scheme* children in Year 3-6 are required by the National Curriculum (2014) to learn additional, more complex words. Five words are sent home weekly to practise, using 'look, cover, write, check'. Children are then tested on these five words each week.

In the Year 6 SATS the children will be tested on any of The National Curriculum spellings they have been taught since Year 3.

Inclusion

We believe that it is appropriate to differentiate spellings to the ability of the children. We achieve this by:

- Streaming phonics by ability and subject knowledge enabling all children to achieve at their own pace
- Providing opportunities for some children to practise their High Frequency Words in school.
- Teaching Spelling bank in ability groups. *Differentiation is more challenging with the words provided by the National Curriculum (2014) because **all** children must learn the words at the same time.*
- Providing resources of different complexity, depending on the ability of the child;
- Inviting specialist agencies and practitioners to provide support and advice for specific needs.
- Using adults to support children individually or in groups.

We also recognise that some children at our school have difficulty accessing parts of the spelling curriculum and we make allowances in those instances i.e. a child with fine motor difficulties would not be expected to demonstrate that they could write each high frequency word to be awarded the relevant ladder etc.

Resources

All spelling resources are stored electronically on the school's server. This allows easy access to all staff and allows updates to be centrally stored. We provide relevant resources to parents/ carers to support their children in their spelling each week.

Equality

In accordance with the Equality Act 2010 we seek to:

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our spelling policy aims to develop the effective spelling of all children throughout our school and we seek to ensure that our curriculum is sufficiently differentiated to ensure that all individuals are included in our spelling work.

Review

This policy will be reviewed at least every two years.