

St Saviour's C of E Academy

Spelling Policy Autumn 2024

With our faith and love, we believe, grow and achieve in ourselves, each other and our community. So we must love one another. As I have loved you. By this everyone will know that you are my disciples". John 13:34-35. We live out our vision through our school values of honesty, perseverance, respect, aspiration, friendship and forgiveness.

The Aims and Objectives

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'.

An understanding of the developmental spelling stage of each child will aid teachers in their teaching. Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly. Phonic knowledge alone will be inadequate.

At Saviour's C of E Academy, the aims of spelling are:

- To encourage children to look carefully at the words.
- To help children understand how the English spelling system works and how our history of spelling has influenced our spelling.
- To help and encourage children, developing their confidence as competent spellers, because the ability to spell the most words correctly is often closely associated with good self-esteem which affects performance in other areas of the curriculum.
- To develop and extend the children's vocabulary through shared, guided and independent spelling activities.
- To help children enjoy spelling and recognise its value.

Teaching and Learning:

Teaching and learning of spelling in the Foundation Stage and Key Stage 1 is underpinned by the use of the high quality phonics Monster Phonics programme, alongside the National curriculum requirements for spelling in years 1 and 2. A discrete period of 30 minutes will take place daily within EYFS and Key Stage 1.

Children will be taught:

The grapheme- phoneme correspondence in a clearly defined sequence, using Monster Phonics as a basis for this sequence. The skill of segmenting words into their constituent phonemes to spell. That blending and segmenting are reversible processes. Children in EYFS and KS1 are taught in smaller phase groups led by teachers and teaching assistants.

High Frequency Words

Throughout each phase, high frequency words will be taught. These will be referred to as **Alien Words** (these are words which cannot be spelled using phonic knowledge alone at the phase they are introduced) the skill of segmenting words into their constituent phonemes to spell.

Transition from Year 2 to Year 3

By the end of Year 2, the expectation is that most children will be secure at phase 6, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme.

Key Stage 2

The school expectation will be 5 x 30 minute SPaG sessions a week.

Year 3 will continue to set for phonics and spelling. Where necessary, pupils will consolidate the phonic knowledge and skills from Key Stage 1 in differentiated groups depending on the stage of their learning. The long-term plans for teaching spelling in Key Stage 2 are taken from Spelling Shed.

Learning and practicing spelling (across the whole school)

Children will develop different strategies for memorising high frequency words (Alien Words) or subject specific vocabulary.

Segmenting words

Sorting words

Syllable maps (orthographic mapping)

Sound buttons

Elkonin Boxes

Alphabetise

Cloze Sentences

Choose the correct spelling

Morphology

Rainbow words

Pyramid writing

Learning outside the classroom

Application of spelling in 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 the 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 their ability to understand and apply what has been taught, then identify targets for further improvement.
- Teaching and practicing handwriting: learning and practicing a fluent joined style will support the children's spelling development.

Links with other areas of the curriculum

The skills that children develop in spelling are linked to, and applied in, every subject of our curriculum. The children's skills in spelling will enable them to communicate and express themselves in all areas of their work in school. The spelling of key vocabulary in all subject/topic areas will be taught through the strategies already listed above. Children will be encouraged to read and spell new words relating to different topics taught across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

Using dictionaries and spelling checkers

Each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and use these to check tricky spellings.

Inclusion

Some children, who may be experiencing difficulties, will be given additional support in small groups or one to one led by teachers or teaching assistants. Their progress will be closely monitored by the class teacher.

Review

The impact and implementation of this policy will be monitored through observation of phonics and spelling lessons and activities by the Head and/or SLT during the termly cycle of lesson observations. A selection of books will also be scrutinised each year to monitor the impact of the policy on the standards of spelling throughout the school.

Review Summer 2025