



**Spelling Policy**

**Intent**

At Isaac Newton, we believe that spelling is an essential skill in enabling our pupils to become imaginative and articulate writers, capable of communicating their understanding across the curriculum. In order for pupils to become confident writers, they need to develop and use a range of effective spelling strategies which they can utilise independently. Once spelling becomes automatic, our pupils have more time to focus on creativity within their writing.

**Aims**

We aim for our pupils to develop confidence and accuracy when spelling across the curriculum through a consistent approach to the teaching of spelling. In doing so we aim to:

- provide children with a wide range of spelling strategies and rules to enable them to be confident, competent and independent spellers
- deliver the spelling objectives outlined in National Curriculum document, supported by Bug Club Phonics and HeadStart Spelling schemes
- provide a range of activities and experiences in spelling, drawing on games and investigation from HeadStart Spelling – teachers may also draw on activities and investigations from No Nonsense Spellings
- provide a classroom climate in which children feel secure enough to ‘have a go’
- ensure pupils have an adequate bank of automatic recall words

**Implementation**

At Isaac Newton, we teach spelling explicitly in order for our pupils to develop the necessary skills. Our pupils are taught in their class groups. Where appropriate, additional intervention and small group support is provided by the class teacher and/or teaching assistant.

We begin teaching spelling through daily phonics sessions within the EYFS and Year 1 before moving onto the HeadStart Primary Spelling Scheme in Year 2 and KS2. The pupils focus on the same spelling patterns over a four-week period, allowing them time to practise and commit these patterns to their long-term memory. After introducing the spelling patterns, teachers provide weekly opportunities for spelling games or investigations to engage the pupils in learning the spellings and developing their understanding of word structures, as well as using practise sheets.

For pupils who required further support in spelling high frequency/common exception words, teachers create targeted spelling lists to be learnt at home. Where appropriate, teachers provide spellings from earlier year groups.

We endeavour to teach the children a range of spelling strategies in order to appeal to a variety of learning styles. These include:

- The Look, Cover, Say, Write and Check method
- SPUD – Say the word slowly and listen to what you hear, Practise the word until it is fixed in your memory, Use your knowledge of spelling rules and patterns, Does it look right when you write it down?
- Identifying syllables in words in order to break words into smaller parts
- Identifying root words e.g. smile- smiling- smiled
- Analogy- using words already known to help spell new words e.g. could, would, should

- Mnemonics - making up sentences or phrases to help remember the spelling of a word
- Finding words within words
- Making links between the origin of words and their spelling (etymology)
- Using word banks and dictionaries
- Learning different spelling patterns and investigating new spelling rules

### **Timetabling**

At Isaac Newton, we explicitly teach the spelling skills and patterns in weekly lessons on a Monday, with opportunities for our pupils to practise these across the week. In Year 2, our pupils have a further three 15-minute spelling sessions a week and in KS2 there are a further two 15-minute sessions a week. These sessions are used to practise the spellings, with any written activities recorded in the front of spelling books.

### **Classroom Resources**

To enable all children to develop the strategies taught, classrooms are well equipped to support different learning strategies. Resources may include whiteboards and pens, magnetic letters, spelling games, word banks, dictionaries and thesauruses, phonics/spelling patterns displayed on a working wall, key vocabulary on subject displays etc.

Children in Year 2 and above are expected to try spelling a word in their spelling journal before asking an adult for help.

### **Parental Involvement**

Parents play a vital role in supporting their children's learning. Parents will be informed of the spellings to be taught each week (Common Exception Words in KS1 and spelling patterns in KS2) and it is expected that parents support their children to learn the spelling patterns. Teachers will report any difficulties in spellings to parents in a timely manner, and will guide parents towards appropriate spelling intervention strategies and activities.

### **Equal Opportunities**

All children have equal entitlement and equal access to spelling materials. These materials have been carefully chosen so that issues relating to race, gender, religious beliefs and social background are handled sensitively.

We recognise that some children will take longer to develop the skills necessary for spelling, and we supply these children with additional opportunities and tools to develop these skills.

We aim to identify handwriting problems as early as possible and seek support as necessary.

### **Assessment**

Children's spelling progress will be evaluated on an ongoing basis by the teacher/ teaching assistant and/or child, which ultimately informs the planning of spellings. In Year 1, the children will be tested weekly. In Year 2 and above, the children will be tested every four weeks on a selection words from the set, covering all the spelling patterns taught. This test will be recorded in the back of their spelling books.

Alongside the SENDCO, class teachers and teaching assistants will meet frequently in each phase to discuss and assess progression, and to identify and initiate support for those children not meeting expectations.

Children in the EYFS are assessed on an ongoing basis through observation. Within KS1 and KS2 children are encouraged to proof-read their work and correct spellings where they see yellow highlighting or a 'sp' indicated in the margin.

### **Impact**

The impact of our spelling curriculum will be measured through:

- Pupil voice/confidence
- Four-weekly assessment scores
- Feedback from children's work across the curriculum
- External assessments (SATs and Phonics Screening Check in Year 1)
- Within children's writing across the curriculum.

Our pupils will make good progress in spelling from their own personal starting points. By the time children leave Isaac Newton Primary School, they will be able to effectively apply spelling rules and patterns that they have been taught across the curriculum. They will have a range of strategies that they can draw upon to assist them in making spelling choices of unfamiliar words.

### **REVIEW**

The Headteacher and staff will review this policy as part of the curriculum policy review cycle.