

Brown Clee C.E Primary School

Spelling



POLICY DOCUMENT

Reviewed March 2022

To be reviewed March 2025

At Brown Clee Primary school we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we will equip them with the independent to attempt spellings before asking adults for help.

Aim(s):

- Develop and teach the children to use a range of effective spelling strategies.
- Encourage creativity and the use of ambitious vocabulary in their writing.
- Enable children to write independently.
- Enhance proof reading and editing skills.
- Encourage children to identify patterns in words.
- Promote a positive and confident approach to spelling.
- Help children to use dictionaries and spell checkers effectively.
- Provide equal opportunities for all children to achieve success.

This policy supports our school aim of raising writing standards.

Teaching and Learning:

Spelling is taught as part of a planned programme following the requirements of the National curriculum. In addition, handwriting, reading and writing sessions afford many opportunities for talking about spelling – revisiting and practising strategies.

EYFS & Year 1:

High quality phonic work is taught in EYFS and Year 1 through the Letters and Sound programme, linked with Phonics Play. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development. Common exception words are also taught alongside phonic sessions.

Year 2 and KS2:

An investigative approach is taken to the teaching of spelling in Year 2 and Key Stage 2 in line with the spelling objectives in the national curriculum. Spelling sessions are supported by the No Nonsense spelling (Babcock) programme. Spelling sessions take place 4 times a week to ensure children have the opportunity to practise and embed new spellings. This also includes the learning of the statutory word list in the curriculum. Where necessary, some pupils will consolidate their phonic knowledge and skills from Key Stage 1.

Upper KS2 are encouraged to take responsibility for proofread any spellings and correct them independently.

Spelling Homework:

Children are expected to access Spelling Shed at home to practice and consolidate their knowledge of spelling patterns and phonics. Each class will have a different expectation in terms of 'how much time', according to age.

Assessment:

Children are assessed at the end of each term using Diagnostic Spelling Tests – these can identify key spelling pattern errors as well as also providing a spelling age. For children following the phonics programme assessment is ongoing to ensure children are picked up for intervention as required. As part of the Key Stage 2 testing the children in Year 6 will also undertake the Spelling, punctuation and grammar text.

Children are encouraged to proofread their written work to identify their own spelling errors initially, with the use of proof-reading checklists and word walls/key word displays being available to identify the words that they are expected to know.

Children are encouraged to edit and improve their spellings independently before handing in their work.

Monitoring and evaluation:

Teaching staff monitor their pupils through observation, teacher assessment, checking of work and testing. The English coordinator regularly monitors planning and observes spelling lessons.

Governing Body:

Governors are involved in monitoring of spelling through class link visits and Learning Walks.