



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Spelling Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was revised June 2020

The policy is to be reviewed June 2021

At St. Augustine's we aim to:

- Provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- Deliver the spelling objectives outlined in the Letters and Sounds (EYFS) and the National Curriculum (Year 1-6)
- Draw on new initiatives to enhance the teaching and learning of spelling.
- Provide a wide range of auditory, visual and kinaesthetic activities and experiences in spelling, in order to meet the learning styles of all children within the classroom.
- Wherever possible, to link spelling with other areas of the curriculum, in order to make it more meaningful and relevant to the children.

The teaching of Spelling

At St. Augustine of Canterbury, spelling is taught systematically using the National curriculum Programmes of Study Key Stage 1 and 2. Letters and Sounds, Phonics play and No Nonsense spelling (Years 2-6) initiatives support the delivery of the National Curriculum.

Letters and Sounds focuses on the auditory recognition, visual recognition, blending (reading) and then segmenting (writing) of separate sounds (phonemes) in words. High Frequency words are also included to cover common words that aren't always phonetic, these are taught alongside the phases. The phonemes and graphemes taught are divided into six progressive phases. The subscription to Phonics Play supports teachers in their planning and resources.

From Years 1-6 the National curriculum provides statutory objectives that should be taught discretely to the children. The appendix (National Curriculum) provides examples of words for each objective. Key Stage 1 is also provided with a list of common exception words that are frequently used in children's writing. The 'exception words' contain GPCs (grapheme-phoneme correspondences) which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for Lower Key Stage 2 and Upper Key Stage 2 are statutory. The lists are a mixture of words children frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw children's attention to GPCs that do and do not fit in with what has been taught so far.

Spelling Year 1

Revision of reception work

Statutory requirements

Basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs, which have been taught and the sounds which they represent
- vowel digraphs, which have been taught and the sounds, which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules, which have been taught

Spelling Year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously taught GPCs can be revised at the same time as the Statutory Requirements set out in the National Curriculum.

Spelling Years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding prefixes and suffixes. See the Statutory requirements set out in the National Curriculum, including word lists.

Spelling Years 5 and 6

Revision of work from previous years and the statutory requirements set out in the Appendix of the National Curriculum; including word lists.

Within EYFS and Key Stage One spelling is taught within the daily phonics lesson. As the children move into Year 2 they will become less reliant on a

daily phonics session and move towards daily spelling activities. Interventions are planned and used effectively to support children who still require the daily phonics session.

In all classes, weekly spellings are introduced to the children and sent home on a Friday. They are taught during a discrete session through direct teaching and activities linked with the spelling objective. The children are never given out a spelling list with no explanation. Throughout the school the spellings are stapled into the children's contact book.

In addition, the spellings, the rule, the spelling family etc. should be revisited in the form of early work, spelling investigations etc. Teachers should plan for a daily spelling activity to reinforce the weekly objective as well as areas previously covered. The scheme No Nonsense Spelling is followed from Years 2-6 to support these activities.

The weekly spellings are displayed on a "Spelling Wall" which **all** classes have. This means that they can be referred to throughout the week. The spellings are always there for those children who are away on Friday to collect upon their return to school.

We will encourage children to spell independently from an early age and check words they are unsure of, in order to help them develop as independent learners and thinkers.

The children have their spelling test every Friday. The teacher marks the spellings, never the children. Teaching Assistant's may mark the spellings of groups that they may be testing on Friday. In the contact book each word is highlighted in green to indicate it is correct, if incorrect this is highlighted in pink, the wrong spelling the child put down is written beside the corresponding word in the contact book, so that the parents can see which mistake the child made when the child brings their contact book home on Friday.

The teacher puts the result into the child's contact book when they sign the contact book every Friday. Praise will be given through house points, stickers, stamp etc. for a good performance in spellings. All children receive one house point per correct spelling each week.

Spellings are differentiated through word choices and not length of word. No more than 10 spellings in KS2 with no more than 10 in Y2 per week.

At the end of each term i.e. 6 times per year a combination of spellings will be given from all the spellings that the children have been given that term especially the ones that the children found hard and got wrong first time round.

As children progress through the school and develop their spelling skills, they will be encouraged to use dictionaries to check spellings independently.

No Nonsense Spelling

This scheme provides teachers with a flexible resource they can use to support the planning and teaching of spelling. From Years 2-6 the teacher is provided with a planning book that outlines objectives linked with the National Curriculum and supporting activities. Supporting resources are in the back of the book and stored on the shared area so they can be edited to meet the needs of the children. Teachers use this resource in their spelling activities throughout the week.

Phonics play

Children have access to a school phonics play account. This website contains a range of games to support the children's phonics skills linked with reading and spelling.

Special Educational Needs (SEN)

At St. Augustine of Canterbury, we endeavour to enable all children to access the curriculum at their own level. It is the responsibility of the class teacher to identify and to differentiate planning as appropriate, including provision for SEN and more able children. Class teachers work closely with teaching assistants and the SENCO (Mrs Angela Liggins) to ensure children are working towards their individual targets and plans.

(Please see our Special Educational Needs and Equal Opportunities Policies).

Strategies to ensure progress and continuity

The Literacy Subject leader (Mrs Amy Bowden) will monitor and evaluate the teaching and learning of spelling across school, to ensure that continuity and progress is evident.

Where appropriate, oral and/or written targets will be set by the teacher and/or child to help children achieve their full potential in spelling.

Amy Bowden
June 2020