

***St Joseph's Catholic Primary School***  
**To live, love and learn in a caring Christian community**

## **Spelling Policy**

### **INTRODUCTION**

English is one of the core subjects in the National Curriculum. All learning takes place through the use of language and this gives English a special place in the National Curriculum. It is during a child's primary education that the foundations of all aspects of English are laid. This makes English one of the most important areas of the curriculum. The teaching of English embraces both spoken and written language. In the literate society in which we live, the ability to communicate both orally and in the written word, and the ability to read a wide variety of written text is absolutely essential if children are to achieve their potential and become contributing, participating adults.

St. Joseph's Catholic Primary School views the acquisition of language and literacy skills to be of the utmost importance. The teaching of all aspects of English will be given a high priority and will be taught in accordance with The National Curriculum Document.

### **AIMS OF THE POLICY**

This policy outlines the purpose, nature and implementation of spelling in our school. The school policy for spelling reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. The implementation of this policy is the responsibility of all teaching staff.

### **THE NATURE OF SPELLING**

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonemic, phonemic, transitional and 'correct'. An understanding of each developmental stage will enable teachers to help children work to their full potential.

To become competent spellers, children will need a wide range of strategies. These include: phonemic, morphemic and graphic strategies, as outlined in The National Curriculum. In isolation these strategies are inadequate. Children need to be made aware of how the English spelling system works and be taught to adopt the necessary, appropriate strategy.

Correct spelling is a very important aspect of writing; however this should not always be allowed to dominate our marking and assessment. Composition skills should be valued as highly as secretarial skills and marked accordingly, depending on the nature of the assessment in hand. Children need help and encouragement to allow them to develop

as confident, competent spellers. This is of the utmost importance if they are to succeed in other areas of the curriculum where written communication is needed.

### **ENTITLEMENT & EQUALITY FOR ALL**

The content of our school spelling policy is based on the requirements of the National Curriculum document and in accordance with EYFS. The key skills will be covered throughout each Key Stage at an appropriate level.

All children will be given equal access to the English Curriculum irrespective of race, gender, social background or disability and Special Educational Needs including specific learning difficulties.

### **IMPLEMENTATION**

Work related specifically to spelling will be undertaken by the children each week. This will comply with the guidelines as detailed in The National Curriculum Spelling Appendix.

### **SPELLING SHED**

The school has subscribed to the Spelling Shed and all pupils and teachers have personal login details for the Spelling Shed hub. Teachers assign pupils spelling tasks in relation to a spelling sound which is being focused on in class. As part of their homework, pupils learn these spellings for a dictation the following week. Teachers are able to log on to Spelling Shed to see pupil engagement, spelling errors and the number of attempts a child has made.

According to the National Curriculum, there are specific common exception words for each phase of the school. Teachers will ensure that these words are available for pupils to access on the Spelling Shed throughout the year.

### **EARLY YEARS**

In the Early Years the children will be introduced to phonics by way of a daily phonics lesson, using Letters and Sounds. This work will encourage children to master phonemic strategies and acquire the necessary skills to blend these sounds effectively. Letters and Sounds is only a tool used to aid the building of phonemic strategies and where necessary other phonemic strategies will be adopted. Other strategies will include that of visual motor skills. The children should be encouraged to use their phonic knowledge to attempt to spell common High Frequency words. Spelling skills should be developed using a mixture of dictionary skills and emergent writing. The children will also be encouraged to develop visual strategies in order for them to become confident, competent spellers.

### **KEY STAGE 1**

At Key Stage One the emphasis is placed on The National Curriculum and the teaching of spellings linked to the phonics programme of study. The children will be taught phonics and spellings using Letters and Sounds and will be taught in single year group classes.

## **KEY STAGE 2**

At Key Stage Two the children will be discouraged from becoming dependent on the teacher for the correct spelling of words. They will be taught how to use dictionaries and will continue to use word banks to gain access to the correct spelling of words. They will add key words to their Vocabulary Books once checked with a dictionary.

In class, children will learn a spelling principle in week one and in week two they will apply this spelling rule in dictation whereby they will also be assessed on their handwriting.

If a pupil spells a word incorrectly, teachers will notify the child and provide them with time to correct the error and learn the word. This will help prevent future inaccuracies with the given word. Key vocabulary linked to foundation subjects will be displayed on topic boards. Pupils are expected to correctly spell all displayed words.

## **ALL KEY STAGES**

The skills introduced in Key Stage One will be maintained, fostered and developed, according to the needs of the children throughout their year transitions. The teaching of spelling and handwriting is closely linked so that the spelling of some common letter strings becomes automatic. Where possible the children will be encouraged to identify their own spelling errors. They will be given the opportunities for presenting their work for display purposes so that they will understand the need for correct spelling.

The schools approach to spelling will be applied in cross curricular activities but spelling will also be taught in a subject specific way.

In Key Stage One and Lower Key Stage Two all children are taught in their classes however in Upper Key Stage Two they are taught in English sets.

All teachers will be responsible for the planning and teaching of spelling.

Teachers will take into account each child's developmental stage in spelling and all children's best attempts and efforts at spelling will be valued and built upon.

Parents should be aware of the expectations of their children and be encouraged to help them with spellings at Key Stage One.

Children will have access to suitable dictionaries, word books or a bank of words at appropriate stages in their development to assist them in their writing. Parents from each year group will receive 'Key Spellings' taken from the National Curriculum in order to help support their child at home.

## **ASSESSMENT**

This will be evident in a number of ways:

- Weekly spellings in dictation. These will be marked and teachers will intervene if needed.
- Teacher assessments against the National Curriculum recommendations will be made at appropriate stages of development. Children will be shown which parts of words are correctly spelt and which need attention.
- Spelling will be assessed in Standard Assessment Tests at the end of each Key Stage.
- Examples of children's writing will indicate progress in spelling.

Joseph Dove and Lizzie Browne

**Date: November 2019**