

DUNNINGTON CE PRIMARY SCHOOL



SPELLING POLICY

Date of Policy:	November 2023
Date of Review:	November 2026
Member(s) of staff responsible:	Rachel Dickenson
Governor(s) responsible:	FGB

Signature of Chair of Governors:

Date:



*Growing and learning together and aiming to be the best that we can be,
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Policy for Spelling

“My spelling is wobbly. It’s good spelling but it wobbles and the letters get in the wrong places.”

(Pooh Bear, A.A. Milne)

The whole ethos of Dunnington Primary School is to provide all our children with a happy, caring, learning environment in which they can develop, whatever their needs, irrespective of ability, race or gender.

We believe that spelling is an important aspect of writing but it must not be allowed to dominate our responses to children’s writing. Very good efforts at writing can often be dismissed because of basic spelling errors and this can damage a child’s perception of him or herself as a writer.

We believe that a positive and interactive approach to spelling will encourage children to recognise their achievements in spelling rather than allowing spelling to be associated simply with mistakes and corrections. Through careful teaching and using specific strategies to develop spelling through its stages, we can encourage children to investigate and overcome spelling problems, thus becoming more confident writers and incorporating correct spelling into their everyday writing.

AIMS

The aims of Dunnington Primary School are:

- To teach spelling systematically throughout the school.
- To teach phonological awareness, word recognition, graphic knowledge and spelling knowledge
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum.
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher.
- To encourage children to take an interest in spelling, the etymology of words and how words are constructed, approaching spelling in a problem solving context
- And as an ultimate aim, to have children be able to transfer what they learn of spellings and apply the skills in their everyday writing

The governing body should, in cooperation with the head teacher, determine the school’s general policy and approach to spelling at Dunnington Primary School.

The English subject leader should advise the head teacher, staff and Governors of the current and changing practice in spelling at Dunnington Primary School and keep them up to date with new initiatives put forward by the Government and LA.



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The teaching staff should in cooperation with the head teacher and English subject leader, plan and deliver effective and investigative-style spelling lessons which reflect the school policy. These lessons will be adapted as appropriate to suit the needs of all children, including those with SEND, and additional support and resources will be put in place as required.

DEVELOPING SPELLING

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes.
- Know which graphemes represent the phonemes in words.
- Be able to distinguish visually between words which are 'legitimately' spelled, e.g., wait, wate.
- Know the meanings of the homophones, e.g., been and bean, so that the correct spelling is used.
- Recall, e.g., by mental image, by memorising order of tricky letters, 'tricky' words.
- Know spelling conventions, e.g., relating to double letters.
- Develop strategies for spelling words, e.g., use of mnemonics, highlighting vowels in a different colour.
- Look for similarities in the spellings of words which are etymologically related, e.g., sign, signal
- Edit spelling in written work by using dictionaries: wiggly lines for words that require checking

THE TEACHING OF SPELLING

- Phonetic knowledge continues to underpin spelling in Reception and KS1 through the phased approach of Little Wandle.
- Phonetic knowledge continues to be important to focus on through KS2. Increasingly though, pupils will use morphology and etymology to support their spelling.
- Pupils need to understand relationships between meaning and spelling where relevant e.g., understanding the links between medical and medicine.
- Pupils will also understand the principles of prefixes and suffixes.
- Teachers will be aware of spelling patterns taught throughout the school so that rules can be consolidated and built on, using English Appendix 1 of the national curriculum and an adapted version of the KS2 Babcock Spelling Pathway (No Nonsense Spelling) which utilises the English Appendix 1

In order to guide children to becoming more confident spellers, the teaching of spelling is



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as investigative as possible. The lessons provide visual, auditory and kinaesthetic elements in which the children play a vital role in their own learning.

A spelling pattern or rule will be taught over a weekly period and will include short teacher-led activities and the child's own investigations. Words using the pattern or rule will be tested using dictation so that children get used to using the words in context and applying previously learnt rules to other words.

With the freedom to make it their own, experiment and have fun, staff are encouraged to promote a sense of adventure and discovery amongst their pupils' quest to become better spellers.

SPELLING AND ASSESSMENT

Weekly spellings are tested within class through dictation.

In Year 3, 4 and 5, a formal summative assessment is made of spelling at the end of each term. The spelling test results form part of the overall English standard awarded.

Year 6 children sit a spelling test as part of their National statutory tests.

HOMEWORK AND SPELLING

A guide to some possible spelling strategies will be made available to parents.

In Reception:

- * **the children learn grapheme-phoneme correspondence for 42 sounds, matching letters and letter clusters to sounds**
- * **the children learn how to segment whole words into individual sounds in order to spell them**
- * **children learn how to spell 'tricky' exception words (that are not taught phonetically) from memory**
- * **daily phonics sessions are delivered where spelling skills are taught, which are then applied in writing tasks in areas of provision or in group focus tasks**

In KS1:

* Children are taught to spell most words phonetically using encoding strategies and the phonic sounds taught across the key stage.

* Spellings are practised daily during our Little Wandle phonics sessions and are sent home for consolidation.

* A weekly test takes place in Year 2. Spelling tests will take place in Year 1 after the spring term.



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* The 100 most common high frequency words and common exception words that are not taught phonetically, are taught discretely and can be consolidated at home. A list of these words are available from the school website in the KS1 section.

In LKS2:

- * Children are given ten spellings to learn that follow a rule or pattern.
- * Children work on this in English lessons as part of a starter to the day.
- * At least one input of direct teaching is given to spellings each week, where children will find out what the words mean, and how they follow a particular rule or pattern.
- * A weekly test is given on the ten spellings.

In UKS2:

- * Children will carry out an investigation involving a spelling rule
- * Children work on this in at least one dedicated weekly spelling lesson and take the words home to revise
- * Each week, in Year 5 and 6, the children learn ten words based on the spelling rule
- * In addition, year 6 children complete a weekly homework task based on the spelling rule.
- * Children are dictated a range of sentences containing some of the spellings learnt. The sentences are recorded in the back of each child's spelling book.

SEN

For children on the SEN register, information gathered is used to inform the SENCO and class teacher of the children who may need specific spelling targets on their IEPs.

For certain children, it may be relevant to follow a more structured phonics and spelling scheme in order to meet their specific learning needs. These children are sometimes given additional time in order to follow Little Wandle Phonics SEND program.



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