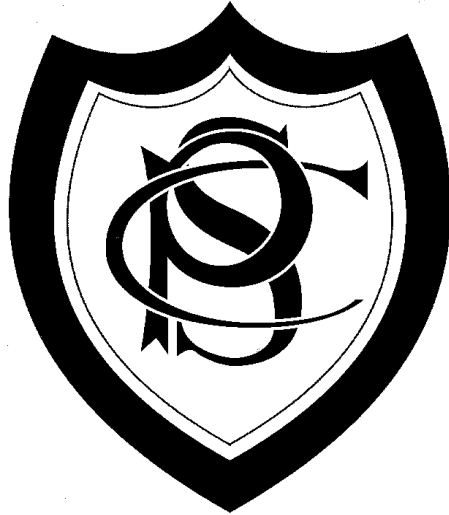


CAVERSHAM PRIMARY SCHOOL



Spelling Policy

Date: March 2025

To be reviewed: March 2027

PHILOSOPHY

As a rights respecting school we believe:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

AIMS

At Caversham Primary School we aim to:

- teach children the skills to spell accurately;
- develop positive attitudes to spelling;
- promote an interest and enjoyment of words and their structures;
- encourage children to accept responsibility for their own learning.

It is important that children learn to spell words correctly from their very first days at school in order to communicate effectively.

As not all children learn to spell in the same way, it is necessary to engage children by teaching a range of strategies.

OBJECTIVES

Children need to learn:

- to look at the similarities and differences of words in terms of shape, length, content;
- to develop the visual, auditory discrimination and sequential memory to help them to commit spelling to memory;
- to develop their knowledge of sound/symbol relationships and phonological pattern
 - single letter sounds
 - digraphs
 - trigraphs
 - endings
 - blends
 - double vowel
 - double consonants and so on.
 - a-z names/sounds
- to spell simple CVC words;
- to spell words in common usage;
- to spell words from the National Curriculum Statutory Word lists

- to use their phonic knowledge to 'have a go' at spelling words unaided;
- to find their own spellings using a variety of methods such as -
 - topic word displays/charts;
 - statutory spelling lists (displayed in every classroom);
 - various dictionaries;
 - computer spell checkers.
- to recognise that there are alternative ways of writing the same sound;
- to learn how to spell words associated with their topic;
- rhymes or mnemonics to help memorise spelling e.g. ght - great hairy toe; because - big elephants can't actually use small exits.
- to become familiar with spelling rules - e.g. 'i' before 'e' but not after 'c' - and that there are exceptions to these rules;
- to recognise their own spelling mistakes and make corrections using e.g. spell checkers, various dictionaries;
- to know that some words contain silent letters e.g. know, lambs;
- to recognise that some words sound the same but are spelt differently e.g. hear/here (homophones)
- to recognise that some words may have different meanings but are spelt the same e.g. Reading/reading (homonyms);
- to recognise visual patterns both regular and irregular;
- to memorise and use word families, root and origin words plus letter strings;
- to discuss misapplied generalisations or reasons, for their misspellings or inconsistencies;
- to use apostrophes to spell shortened words e.g. don't, I'm;
- to be aware of the meanings, use and spelling of common prefixes and suffixes;
- to develop an enjoyment of words in terms spelling and meanings e.g. crosswords;
- to spell complex polysyllabic words that conform to regular patterns and use their knowledge of breaking words into manageable words

TEACHING AND LEARNING

There are identifiable stages or phases of spelling development:

Phase 1: Pre-communicative or preliminary spelling

Phase 2: Semi- phonetic spelling

Phase 3: Moving through phonetic spelling

Phase 4: Moving through transitional spelling

Phase 5: Independent spelling

Our scheme of work takes account of these stages which can be identified by observable behaviour patterns, typical of each phase.

Experiences

Children are taught words:

- from the National Curriculum via the No Nonsense Spelling programme
- specific to other subjects e.g. history, science, maths.

Teaching Strategies

Children are encouraged to take risks in spelling and to 'have a go'. Spelling is a key component of each year group's curriculum and the need to spell correctly is an important part of meeting age related expectations for each year group. Efforts are made to ensure spelling sessions are fun, active and purposeful.

In EYFS and Year 1, phonics is taught from the Rising Stars phonics scheme. From Year 2 - once children are ready to move on from phonics - spelling patterns and common exception words are taught from the Spelling Shed Programme. Children will consider the morphology of words to help encourage a more independent approach to this area of learning. Spelling is taught explicitly four times a week, as well as through English and other curriculum sessions.

When marking the children's work, the teacher will identify no more than 3 spellings to be corrected. These will be words that it is expected the child will already know or should be learning. Spelling errors will be highlighted as follows:

- **sp- incorrect spelling** (only used for words that the children are expected to know)

The children will then write the spelling correctly in purple pen above the incorrect word and/or 3 times at the end of the piece of work. As children progress through each academic year, they will be encouraged to become increasingly independent in the process of checking and correcting their mistakes, for example by use of a dictionary.

Assessment and Record Keeping

Information will be gathered through:

- Teacher observation e.g. interest in words, willingness to 'have a go'
- Analysing work samples
- Discussing spelling with the children

- Pupil self-assessment
- Feedback from parents

We also assess and record spelling progress through regular spelling tests which cover words that they have learned through the Spelling Shed programme and have practised as part of their spelling homework.

Any children giving cause for concern should be discussed with the SENCo and may be offered additional support, for example NESSY.

Homework

From Year 2 onwards, children will need to complete a weekly, spelling homework task based on the words taught in class. This is most likely to be set on Spelling Shed and might be an activity such as a spelling game (which they can access through their Spelling Shed login). Occasionally, children might need to access their spelling homework via Google Classroom. They will be advised by their class teacher of any upcoming spelling assessments and whether they need to prepare for these as part of their spelling homework.

Marking

See Marking Policy

Equal Opportunities

Pupils who are having significant difficulties with spelling may be placed on the **special needs register (see SEN Policy)** and participate in structured lessons in small groups.

Monitoring and Evaluating

Children's spellings will be monitored and evaluated through scrutiny of pupils' written work, homework, participation in class spelling sessions, assessment tasks and SATs Grammar, Punctuation and Spelling tests.