



**Guildhall Feoffment Community Primary
School**

Spelling Policy

Approved by the Governing Body

Signed: _____

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Chair of Governors

Document Title	Spelling Policy
Description of Document	Policy
Origin (School/Local Authority)	School
Version Date	24 th September 2024
Next Review Date	September 2026
Reviewed By	Full Governing Body

Rationale

The rationale behind our spelling policy is that in order for pupils to develop into effective and confident spellers, they need to develop and use a range of spelling strategies. For this to be achieved, spelling is taught actively and explicitly with the understanding that the greatest impact on spelling is achieved when children are encouraged to use new spellings, and their associated rules, in their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

We recognise that fast and accurate spelling of a wide repertoire of words is a key component of writing fluency. Whilst children learn many skills through reading to help with their spelling, spelling accurately requires a greater specificity of patterns (and also makes demands of handwriting). In order to help our children to develop this key skill, we actively teach spelling concepts rather than simply relying on spelling tests.

In KS1, discrete spelling lessons are part of the Little Wandle programme and in KS2, our pupils are taught using the Emile Spelling programme. This ensures that all the objectives contained in the National Curriculum for English are taught.

KS1 – Little Wandle Spelling

Little Wandle Spelling is a new programme designed to provide a seamless link from Little Wandle Letters and Sounds Revised to learning spelling in Year 2 by building on children's knowledge of the alphabetic code and teaching them how to spell with confidence. The programme provides full coverage of the National Curriculum in England requirements for spelling in Year 2.

Alongside a strong foundation based on their alphabetic and phonic knowledge, to spell with confidence children need to develop an understanding of:

- spelling patterns, conventions and rules
- homophones and homographs, including when to use them
- morphology – the study of words and their parts (morphemes include root words and affixes)
- etymology – the study of the history of words
- orthography – the common way in which letters are arranged in a particular sequence • how to use apostrophes
- word classes.

Little Wandle Spelling supports the development of each of these elements within a clear progression.

Weekly spellings

Repeated practice of spelling helps the children move their new learning into their long-term memory. Weekly spelling handouts are provided for each week of the Phase 5 review to support this additional practice outside of the spelling lessons or at home.

Phase 5 review week 1			
Spellings			
bright	show	straight	alone
please	great	family	time
Tricky words			
people	eye	whole	

KS2 – Emile Spelling Scheme

Aims

The aims of this scheme are:

- to teach spelling as an integral part of the writing curriculum
- to increase pupil confidence in, and enthusiasm for, spelling so that they are able to spell an increasing number of words, to develop a bank of words that they can spell correctly and to spell words that conform to regular spelling patterns
- to teach children to draw on multiple sources of knowledge when spelling
- to promote the development of confident writers who can use their spelling skills competently in all areas of the curriculum
- to prepare children for life in the adult world where spelling and writing is a basic skill.

Teaching and Learning

In KS2, children will receive three short discrete spelling lessons in the week. As part of these lessons, children will learn key skills to identify key patterns in order to be able to apply them to new words following the same rule. In addition, children will learn to use morphology and etymology to build their spelling fluency.

Key components of lessons include:

- flashback activities to recap on and secure previous learning
- identifying patterns, conventions and rules and related exceptions
- rapid speed spell practice / retrieval activities
- use of morphology to identify root words and affixes
- dictation exercises to embed new spellings and ensure correct use in context
- homophones and homographs and their correct context
- LSCWC and spot error activities for homework.

In addition to discrete spelling lessons, teachers will use opportunities to recall and practise new spelling words in writing lessons, thereby giving a purpose and correct context for spelling. No more than 12 spelling words will be given to children to learn each week, with the exception of rapid catch-up of key misconceptions of common exception words, which will be added to children's planners to give them the correct spelling readily to hand. Spelling lessons will be further reinforced by vocabulary work in reading and the wider curriculum (for example, learning about morphology or etymology), where similar strategies to use when encountering a new word will continue to be modelled in order to reinforce the spelling lesson work and give further practice opportunities.

Support

For some children, it may be appropriate to reduce the number of spellings to learn, or to revisit prior key spellings in order to secure high frequency or commonly used words. However, wherever possible, students will be exposed to learning new spellings rules so that they do not continue to have gaps in their learning. For some children, additional spelling practice and work in small groups may help them secure their learning. Class teachers will work closely with the SENDCo for children who have spelling identified as a target in their Individual Learning Plan.

Assessment and monitoring

Teachers will make on-going assessments of individual children's spelling progress based on the evidence contained within their written work and against expectations derived from the National Curriculum. Weekly spelling results will be monitored and in each half term, 2 pieces of writing will be assessed on Insight with the spelling element recorded.

Evidence will be gained from:

- weekly spelling checks (in KS2) and scrutiny of spelling journals and half termly checks
- regular writing samples (2 per half term assessed and recorded in English books)
- yearly statutory tests at the end of Year 6

Marking of written work provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching. Teachers are expected to use their professional judgement as to the number of spelling mistakes corrected in any one single piece of writing. Mistakes are indicated within a piece of writing using the code 'sp' in the margin of the book to indicate to children that they have made a spelling error that they should seek to correct. Initially, this spelling error is indicated on the line in the margin, moving to indicating the paragraph in which the spelling error has occurred in the Spring Term of Year 6. Children are expected to acknowledge this by attempting to correct the error in a green pen and may use strategies – including using dictionaries – to do so. Teachers will give children time to respond to this and acknowledge attempts by children to correct their errors.