



SWISS GARDENS SPELLING POLICY

July 2016

Philosophy

At Swiss Gardens Primary School, we believe that good spelling is an essential skill for life. Children's ability to spell correctly and write fluently can define how they are perceived by others; it is important that poor spelling does not hold their writing standards back. In order to be effective and confident writers they need to develop a range of strategies to help with spelling which will lead to independence.

We want the children at Swiss Gardens to be motivated, independent writers. We believe that by equipping them with the skills to present their writing with good spelling, we are enabling them for a life beyond school. The purpose of this policy is to summarise our agreed principles.

We want to ensure continuity and progression for the children appropriate to their level of development. It is important that we are clear in our shared expectations and the steps we will take to fulfil our philosophy. We have developed this policy and the non-negotiables, as a staff team.

Aims & Objectives

By adopting a developmental and consistent approach to the teaching of spelling in school, we aim for the children to gain confidence and accuracy when spelling across the curriculum.

We will:

- Develop and teach the children to use a range of effective strategies
- Encourage creativity and use more ambitious vocabulary
- Encourage proof reading and editing skills
- Teach children to identify patterns in words and spelling families
- Promote a positive and confident attitude towards spelling
- Help children to use dictionaries and spell checks effectively
- Help children to recognise that spelling matters and is a lifelong skill

Approaches to teaching spelling

The approach is intended to be flexible to children's individual needs, but consistent, rigorous and effective.

EYFS & KS1

In school, our approach is to build on a systematic synthetic phonic programme and group teaching according to letters and sounds phonic phases.

Children in Reception are introduced to "Jolly phonics" as soon as they enter school. There is a daily phonics session and as the children become more confident in their use of sounds for reading and writing, children are grouped into their "Phonic Phases" and taught daily in small groups.

In children's independent writing and in guided writing activities, children are encouraged to use the sounds they hear in words and to make plausible attempts. Spellings are modelled correctly, but when writing what a child has sounded out, words are not corrected. "Tricky" words for spelling and reading are regularly shared and displayed for children to access in their writing and the working wall in Reception classes is a daily reminder of the link between reading, writing and spelling.

In KS1

Children continue to be phased across the key stage in phases from 3 to 6+. They are taught

4 x 20 minute sessions a week in those phases, with the 5th session being a class based, using and applying session where children practise what they have learnt.

Spellings are taught as part of the phonics sessions and the children are introduced to the patterns within that phase. Additionally, the children are introduced to words from their expected year group spellings. (See Appendix 1)

Spelling patterns are also addressed as part of taught handwriting sessions, which are recapped on in short-burst sessions daily. (See Handwriting Policy)

Children's independent work is marked carefully and **high frequency** words corrected. Children will be encouraged to edit and correct their own spellings wherever possible. This will be evident in pink perfection NS→ work.

All children falling below the expected level for spelling in their year group are given intervention support and if necessary 1:1 or small group work support.

In KS2

Children are introduced to **Read Write Inc.** spelling programme. Across the key stage they are taught **5 x 15 minute sessions daily**. Additionally, the children are introduced to words from their expected year group spellings (See Appendix 1). Children may be given additional intervention time and support where they have gaps in phonic knowledge.

In Year 3, children continue to be phased across the year group to ensure that they are still being supported in sounds they do not know. It is imperative that children's phonic knowledge is sound before they start the **Read Write Inc.** programme, but as the school year progresses the children are put on the **Read Write Inc.** programme so that they do not fall behind. By the Spring Term, all children are involved in the **Read Write Inc.** programme for Year 3, although the lower groups may be working at a slightly slower pace through the sound groups.

Marking and feedback on misspellings

It is important that children feel supported in their learning of spellings. It is essential that children are encouraged to write freely and to concentrate on purpose and effect in their independent writing; adventurous and ambitious word choices should be celebrated (even if spelt incorrectly). Children should then be encouraged (at the end of the session, or at the start of the next session) to check through and edit mistakes with their 'pink for perfection' pens and to start to be aware of words they don't know how to spell, using the strategies they have been taught as part of the writing process.

Children will have NS→ time for editing for spelling. Children will be required to re-read and check that they have spelt the taught HFW correctly and other common personal misspellings, correcting them with help of a dictionary.

It is essential that children gain a love of writing at Swiss Gardens, so spelling marking and feedback will be tailored to individual needs – although errors in HFW will be rigorously challenged and underlined for children to see the importance of spelling all HFW correctly.

Assessment and monitoring

It is important that the assessment of children's spellings is meaningful to the child and not a question of spellings correct or incorrect words in a test. Children need to apply their spellings in their writing. Our approach is developmental following the **Read Write Inc.** scheme. Children will be expected to edit and improve their work and keep an eye on the spellings that they consistently spell incorrectly.

Children from year 5 will have a personalised log at the back of their Topic books which will remind them of individual spellings they need to focus on.

Spelling wall

Spelling walls will be displayed in **all** classrooms, the wall will be used by teachers to select words that are commonly spelled incorrectly. These will mainly be HFW in Key Stage One and **Read Write Inc.** words may be included. Children will be encouraged to refer to the spelling wall in writing tasks.

Spelling and handwriting

Developing a fluent joined handwriting style can have a great influence on children's visual memory and so we will teach our handwriting joins alongside common patterns for spellings. As children are taught how to join letters, they will start to make links between spelling and joining letter strings (see Handwriting Policy).

Homework

In **KS1**, children will be sent home a word wall that reflects the spellings being learnt in class and presented on the word wall in class. Words sent home will be words identified as common misspellings as well as words from the Year group word list.

In **KS2**, children will also have the word wall as in KS1; additionally, will have their **Read Write Inc.** logbook to take home - this will include current spelling patterns and up to 2 personal misspellings weekly.

Parents will have access to the age related expectations for spelling and will be given the list of spelling patterns for their year phase at the start of each term, so they can refer to it with their child and help support the learning of the year group spellings.

Planning & Organisation

Spelling sessions must be planned for with clear objectives, which will need to be differentiated appropriately. Time must be allocated for children who need 1:1 or small group intervention, and whole class teaching will be planned appropriately. It is expected that by Year 6, children will leave us confident that their writing is of a good standard in spelling and grammar, and can be read by others, enabling them to communicate clearly with an audience and reflect a sense of pride in their work.

Monitoring

The Head teacher and English team will be responsible for monitoring the planning, organisation and achievements in spelling. At end of KS1 and KS2, there are national assessment tests for spelling and grammar, which give summative judgements of spelling and our expectation is that all children will meet the required standard.

The English team will scrutinise work and keep samples in a developing writing portfolio, illustrating the standard of spelling in school for each year group – following statutory expectations.

The School Environment

Spelling at Swiss Gardens Primary School will be celebrated in displays and exhibitions of children's work. All adults will model the **Cripps cursive handwriting style**. Environmental print, display and responses to children's work will reflect the agreed policy.

It is important that display of writing does also reflect correct spellings and work may show where children have edited their work in respect of spelling.

Resources

KS1 and **KS2** children will have access to the appropriate materials for activating kinaesthetic approaches to spellings and learning of patterns, these will include:

- White boards, washable pens, chalks and boards
- Multi-sensory materials (e.g. Buzz write, roll n write etc)
- Writing corner/table (R, Y1) containing a range of writing implements, papers, books etc
- Pencils
- Pencil grips
- Shaped pencils
- Handwriting pens (to be introduced from **Year 3**)
- Various handwriting pens and fountain pens as and when each child is consistent in their handwriting style.

Teachers may select from appropriate resources available in the staffroom to aid them in their work. There are **Charles Cripps: Hand and Eye for spelling** resources which offer good clear guides for letter formation with links to spelling patterns.

Policy drafted by: Ruth Maybury and Amanda Evans

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NON NEGOTIABLES FOR SPELLING AT SWISS GARDENS

- Children in **EYFS** will be introduced to the “Jolly Phonics” programme as they enter school and encouraged to apply their sound knowledge to writing immediately. They will be put into phased groups as soon as they have accessed the programme.
- Children in **KS1** will have daily phonics sessions - phased **4 x 20 minutes a week** and a **5th** in class session focussing in on “tricky” HFW.
- Regular assessment of the phonic phases and phased work in **Year 3** and small intervention group work will take place to ensure that children move on when they are ready.
- **KS2** will work from the **Read Write Inc.** programme **5 x 15 minute sessions daily**.
- In **KS2** where children are falling behind the expected standard, they must be given appropriate intervention. (In addition to **Read Write Inc.**)
- All classes display the **Word Wall** with common misspellings – this will be regularly updated.
- Progressive marking of spellings will develop over time, but **HFW** will always be challenged in books from Year 1 (from 2 spellings in **KS1** to a maximum of 6 in **KS2**)
- The self-esteem of children is paramount and spelling corrections will take into account the personality and attitude of individuals.
- HFW will be underlined and either marked with correct spellings or time given for children to edit their own spellings from resources in the classroom.
- Children with additional needs will be given small group support to improve spellings.
- HFW lists will be displayed and available for all children to use and refer to in their writing.
- In **KS2**, children will take home their **Read Write Inc.** log books and these will include word wall and personal spellings to learn.
- **Word Wall** homework sheets will be used for homework with a focus on children’s common mistakes and year group spellings.
- Children will be encouraged to edit their writing to check the spelling of common words.
- Children will **not be** given spelling tests, other than **Read Write Inc.** programme assessments. (However, in preparation for the Key Stage SATs Spelling Test, **Year 2 & 6** will complete assessments so they are familiar with the format of the test).
- When teaching joined handwriting, there will be a focus on spelling patterns and letter strings in line with the Handwriting Policy.

