



Burton End Spelling Policy

January 2021

Burton End Primary Academy's spelling policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of spelling. It has been written with due regard to the requirements of the English National Curriculum (2014) and it will be monitored and evaluated according to changes within these documents as and when they arise.

Our Aims:

- To teach spelling systematically throughout the school; and to adopt a whole school approach. This will be supported by the use of Spelling Shed.
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Success For All', PiXL and Spelling Shed.
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum (common exception words).
- To equip children with the strategies to tackle unknown words independently and sensibly.
- To encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell.
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

To develop our pupils as efficient spellers we:

- Teach pupils to segment words into component phonemes.
- To teach pupils which graphemes represent the phonemes in words.
- To teach pupils to distinguish visually between words which are 'legitimately' spelled using their phonological awareness, e.g. wait, wate.
- To teach pupils to know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used.
- To give pupils the opportunities to recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words;
- To teach pupils the common spelling conventions, e.g., relating to double letters.
- Look for similarities in the spellings of words which are etymologically related, eg, sign, signal.
- To encourage pupils to use dictionaries to proof read and edit their writing

Progression

In Nursery the focus is on the writing graphemes for the corresponding phonemes being taught through the Success For All Kinder Corner programme. Time is spent practising forming these letters correctly as well as identifying objects in their learning environment which start with this

letter. By the summer term, pupils start to learn to spell their name and some start to spell simple CVC words like Mum and Dad.

In EYFS, Success for all Kinder Roots programme is used for the main teaching of phonics and spelling. This is supplemented with resources from Phonics Fairy (please see the Phonics Policy.) Tricky words are also taught weekly and these are sent home for pupils to practice.

The SEND Hub meet the needs of their pupils by using resources from Kinder Corner and Kinder Roots for the teaching of spellings.

Key Stage 1

In Year 1, spellings are directly linked to the teaching and learning of phonics from the Success For all programme. Weekly spellings are set according to the phonics being taught. Common exception words are taught weekly within this to ensure the National Curriculum requirements are met. Spelling Shed is used for pupils to practice the phonics skill being taught.

In Year 2, the PiXL spelling tracker will be used to support with the diagnostic teaching and learning of spelling. At the start of each term, pupils will complete a diagnostic spelling assessment from PiXL which will identify what the pupils already know and their next steps. Question level analysis will be completed by the Class Teacher to identify whole class, group and individual pupils next steps. Identified gaps in learning will be taught by using a combination of Spelling Shed resources as well as Success For All and PiXL. Weekly spelling practice for home can be set on Spelling Shed through a range of games and online activities.

At the start of Year 2, pupils are assessed on the Year 1 rule (26 words) to establish any further gaps. Some children may need to re-test on some/all of the Year 1 rules at Christmas whereas the majority of the class will progress to being assessed against the Year 2 rules at the end of the autumn and Spring term.

Many of the 52 rules/phonemes are designed to be progressive. Some children may already be able to spell words which follow some of the earlier rules, however it may be valuable for pupils to be given a quick recap with an emphasis on ensuring that they understand these rules explicitly and are able to explain the reasons for how and why they work before progressing onto new spelling patterns.

Once a new rule/phoneme has been introduced in a lesson, it is critical that this is then reinforced and revised regularly through activities on Spelling Shed as well as handwriting activities.

Where appropriate, pupils should always be encouraged to explain why they chose a particular spelling. This reinforcement is particularly important if pupil's knowledge is to be transferred to their independent writing.

Key Stage 2:

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology and etymology to support their spelling. Phonics is not taught explicitly (unless as an intervention) but is still consolidated through the teaching of spelling, reading and handwriting. In addition to consolidating phonetical understanding, in KS2, children 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.

In Key Stage 2, spelling is taught and revisited regularly in both morning task time and in discrete teaching time (spelling, punctuation and grammar session within the teaching of English). Spelling is also reinforced during handwriting sessions and taught in context across the curriculum. Spelling lessons are taught to meet the needs of all learners, with a key focus on spelling strategies and games. In order to guide children to becoming more confident spellers, the teaching of spelling is as investigative as possible. The lessons provide visual, auditory and kinaesthetic elements in which the children play a vital role in their own learning.

In Key Stage 2, pupils follow the Spelling Shed scheme of learning. To underpin this, Key Stage 2 pupils undertake termly diagnostic spelling tests using the PiXL diagnostic spelling resources. This allows teachers to identify gaps in learning for the whole class as well as groups of pupils and individual pupils. Resources from PiXL and Spelling Shed will allow with the teaching of spelling rules as well as common exception words. Word banks can also be created on Spelling Shed to learn specific vocabulary taught within lessons from across the curriculum, including Science, History and Geography. Weekly spellings will be given to pupils via Spelling Shed for practice at home and at school.

Assessment and Home

Spellings are marked consistently across the curriculum. Spelling is promoted as part of our home and remote learning (see Home/Remote Learning policy) and children are expected to practice their year group words (Common Exception words) and their weekly spellings. In Key Stage 1, pupils' spellings are assessed within their writing rather than weekly spelling tests. In Year 2, pupils will undertake termly diagnostic assessments but in a friendly and supportive environment. Gaps in learning will be supported at School as well as on activities on Spelling /shed which pupils can do at home. In Key Stage 2 pupils spelling ability will be assessed in different ways including; formal assessments, quizzes and the ability to spell words within their independent writing.

Equality and SEND

All of our pupils have equal access to spelling lessons and to the resources available. Spellings will be tailored to meet pupil's individual learning needs. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. This includes using the intervention programme Tutoring with the Lightning Squad in Years 1 to 4.

Pupils with special needs will be identified and work within their individual level. If needed, they will have an individual action plan and work with support under the direction of the class teacher and SENCO.