



Spelling Policy

Key Principles:

The teaching of spelling complements the process of writing. It is used systematically alongside phonics to support writing and build up accuracy. Throughout their time at Wigginton Primary School, pupils should develop autonomous strategies for spelling and correcting their own mistakes so that they become confident, competent and independent spellers.

In our school, we aim for:

- Pupils to be aware of the need for accurate spelling
- A structured and systematic approach to teaching spelling that includes a variety of strategies but relies on phonics first
- A partnership with parents so that they may provide support at home

In order to achieve our aims:

- The school uses Bug Club Phonics to teach phonics.
- As the child moves through Foundation Stage and Key Stage 1 to Key Stage 2, the emphasis in the teaching objectives shifts to more focused teaching of spelling strategies, conventions and rules but still links back to early phonic teaching. The Spelling Book approach (Jane Considine) is used from Year 2 through to Year 6
- From Year 2 through to Year 6, children work on a two-week cycle of spellings. They are given a set of 15 words that they analyse phonetically and in terms of syllables, tricky bits and sound associations. These words may also be Common Exception Words or National Curriculum words linked to their year group. Other work across the two-week cycle involves investigations and ten-minute spelling tasks linked to rules and conventions.
- Topic-specific vocabulary is displayed. The list of 15 words set are displayed with annotations and the children's focus words for the half-term are also on display.
- Both phonics and spelling are taught in appropriate and motivating interactive ways, including multi-sensory approaches, making it enjoyable and more effective.
- Children in Years 2 to 6 are set their 15 words on Spelling Frame and encouraged to use this at home to practise and test themselves. Achievements are celebrated in assemblies.
- Spelling Bee competitions run annually to further reinforce the learning that has taken place and to enable teachers to hone in on trickier spellings and celebrate achievements.
- A range of strategies are explicitly taught. Children are encouraged to develop their own memory cues but also to come back to phonic strategies.
- The teaching of spelling is linked to the teaching of handwriting, with phonemes and key words being taught in a cursive, joined script.
- Spelling mistakes are corrected in children's writing, particularly words recently taught or learnt by children - about three spellings per a piece of writing - and children will correct these in their books. Phonemes may be identified too.
- Children working below national expectations will be supported through targeted group, individual wordlists and the NESSY phonics and reading programme.

To evaluate our effectiveness:

- Staff will follow the school's Assessment Policy.
- In Years 2 to 6, spelling is assessed termly against the baseline test at the start of the year.
- Writing trackers and pupil progress meetings provide details each half term to support teachers in target-setting and teaching focus.
- Results from the baseline test set termly will be analysed as part of subject leader and SLT time.
- The subject leaders will monitor books, planning and teaching yearly.
- The subject leaders will produce an annual report on standards of writing across the school and key issues for development, which will include spelling. The report will go into the Governors' Teaching and Learning Committee and feed into the School Improvement Plan

Charlotte Sweeting – English Subject Leader (Spelling and Writing)

This policy has been agreed by the Governors and is reviewed every three years.

Signed _____ (*Curriculum Chair*)

Signed _____ (*Headteacher*)