Chartridge Combined School

Spelling Policy

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Signed by:

Headteacher Date:

Chair of governors Date:

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Statement of intent

Chartridge School recognises its responsibility to deliver the national curriculum and is committed to ensuring that all pupils are given the opportunity and support to progress and develop to their full potential.

The school understands the importance of being able to spell quickly and accurately through knowing the relationship between sounds and letters, understanding the word structure and spelling structure of words, and enabling pupils to transcribe ideas fluently.

Whilst there is a range of different ways that spelling is learned and acquired, the school's approach to the teaching and learning of spelling will be personalised and adapted to suit each pupil's circumstances and ability where necessary.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage' (EYFS)

This policy operates in conjunction with the following school documents:

- FFT Success for all Phonics Policy
- No Nonsense Spelling
- The Marking and Feedback Policy

2. Early years foundation stage (EYFS) and Year 1

Pupils will have daily phonics and shared reading lessons following the FFT Success for all Phonics programme. (See programme)

The core principles of the programme are:

- Systematic Progression
- Regular Assessment
- Early Intervention
- Multisensory Approach
- Co-operative Learning
- Application of Skills
- Reduced workload and Collegiate Approach

EYFS

Pupils will be supported to meet the expected level of development for writing outlined in the EYFS framework before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Year 1

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:

    - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
    - Using the prefix un-.
    - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher, including words using the grapheme-phoneme correspondences (GPCs) and common exception words already taught.
- The further statutory requirements as outlined in 'English Appendix 1: Spelling' of the 'National curriculum in England: English programmes of study'.

Regular assessments will be carried out in line with the Success for all Phonics Programme. Assessments are used to monitor progress and to identify any child needing additional support. If pupils are identified as needing to access the phonics programme beyond Year 1 they will grouped according to their needs.

3. Year 2

Pupils will have daily spelling lessons follow the FFT 'Spelling with the Jungle Club' programme. (See programme)

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- Spell by:
    - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
    - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
    - Learning to spell common exception words.
    - Learning to spell more words with contracted forms.
    - Learning the possessive apostrophe (singular), e.g. 'the girl's book'.
    - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.
- Apply spelling rules and guidance, as outlined in 'English Appendix 1: Spelling'.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

4. KS2

Spelling is taught at least 3 times a week following the No-Nonsense spelling scheme (see scheme). Pupils are taught strategies such as:

- Look, say, cover, write, check
- Trace, copy and replicate
- Segmentation
- Drawing around shapes or adding images to the word

- Quick write
- Pyramid words
- Fill in the gaps
- Rainbow writing
- Mnemonics

Pupils in Years 3 and 4 will be taught to:

- Use further prefixes and suffixes and understand how to add them in line with 'English Appendix 1: Spelling'.
- Spell further homophones.
- Spell words that are often misspelt in line with 'English Appendix 1: Spelling'.
- Place the possessive apostrophe accurately in words with regular plurals, e.g. girls' and boys', and in words with irregular plurals, e.g. children's.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils in Years 5 and 6 will be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in *'English Appendix 1: Spelling'.*
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

5. Teaching and spelling

English working walls will be used throughout the school to support pupils spelling. This should include phonics and high frequency words to meet the needs of individual classes.

In KS2, pupils will be given a spelling 'Magpie book' which they will keep with them throughout their time at the school. In this book, pupils will record any words that they find difficult spelling, as well as any new and exciting vocabulary that they want to remember.

Teachers will employ the following methods to ensure that pupils are encouraged to learn how to spell a number of increasingly difficult words, and know how to check and correct their work:

- **Look, say, cover, write, check** – pupils are encouraged to undertake independent revision of spellings by checking and correcting themselves.
- **Shared writing** – teachers demonstrate how to apply spelling strategies by modelling their writing for pupils, and teaching how to apply proofreading skills.

- **Guided and independent writing** – pupils apply the methods they have been taught to their own work and practise strategies independently.
- **Marking** - teachers assess individual pupils' progress, providing clear feedback and targets for improvement, in line with the Marking and Feedback Policy.
- **Handwriting practice** – In KS1 teachers deliver daily handwriting techniques for pupils to practise their handwriting styles and understand how to correctly form letters. In KS2 continued support and guidance is given as needed.
- **Dictionaries and thesauruses** – pupils will be provided with dictionaries and thesauruses to check their spellings and find synonyms.

6. Assessment

Pupils in the EYFS will be assessed using the assessment and reporting arrangements outlined in the EYFS profile handbook.

Pupils in KS1 and KS2 will be assessed in line with the English National Curriculum.

Pupils' phonics ability will also be monitored on a daily basis in lessons using assessment for learning and on a termly basis using FFT's Reading Assessment Programme (RAP).

At the end of Year 1, all pupils will take part in the national phonics screening test.

Common exception words are tested in each year group each term.

Pupils will be expected to self-assess their work as a method of independent learning, in order to identify any errors and make corrections to their spelling, referring to their 'Magpie books', the working walls, available word mats and dictionaries.

Teachers will use their knowledge when marking pupils' work to identify whether pupils are having difficulty with phonetics or are confusing common spelling rules.

Teachers will use their judgement from marking pupils' work to organise subsequent phonics and spelling sessions.

Teachers will:

- Outline clear expectations for pupils when they begin to write, helping them to understand the strategies, rules and conventions of writing and spelling.
- Analyse pupils' errors and recognise where they have made viable attempts to spell words.
- Provide clear feedback on pupils' work with specific targets to work towards and allow pupils time to respond.
- Organise additional support where it is required.
- Work will be marked in line with the Marking and Feedback policy:

Sp in the margin – the child has to find and correct the spelling error Words can be underlined or spellings corrected at the teacher's discretion.
~~ - Placed under words or phrases to indicate that it needs checking (for example grammatical error, word choice, repetitions)
√√ (double tick) – excellent word choice or phrase

7. Pupils with SEND

Pupils with SEND will be provided with support in spelling in line with the SEND Policy.

Pupils working at a lower than expected phonics phases will be referred to the SENDCo, and monitored on a regular basis, should further support through an assessment for an EHC plan be necessary. Pupils will be assigned to small groups for phonics sessions in line with their current levels of phonetical knowledge. Individual phonics sessions will be delivered where appropriate to meet the needs of the individual child.

Targeted interventions can be put in place to support individual pupils with spellings, including Precision Monitoring.

8. Homework

Common exception words are sent home to be learnt each term.

Additional spelling homework can be set at the discretion of the class teacher.

9. Monitoring and review

This policy will be reviewed every three years by the headteacher and English subject lead. Any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is July 2026.