



Spelling Policy

St. Dunstan's Catholic School

Rationale

Spelling is essential for communication and when children write for a purpose, they become aware of this need. The systematic teaching of phonics and spelling is vital. At St Dunstan's Catholic School, we recognise the importance of this and ensure that there is consistency throughout a child's time at this school.

Aims and Objectives

- To provide children with the necessary experiences in order to develop their spelling skills
- To equip children with a range of phonological options to be able to select appropriate spelling and common spelling patterns, through a variety of teaching strategies
- To provide children with strategies that can support their everyday work
Teaching and learning

The teaching of the alphabet begins as soon as the children enter school. This is based on learning the high frequency words (taken from the DfE validated Little Wandle Letters and Sounds lists). Children are given the high frequency words to learn at home over the course of the year. This continues in year 1 and 2 depending on the needs and ability of the children. Children are expected to practise these at home with the support of parents and guardians. The teaching of phonics plays a vital role in children's ability to spell, so great emphasis is placed on the teaching of phonics to more focused teaching of spelling strategies particularly in EYFS and KS1. Phonics sessions take place daily for 15-20 mins depending on the age, maturity and ability of the children.

As children move through KS1 to KS2 and phonological knowledge becomes embedded, the emphasis in the teaching objectives shifts from the teaching of phonics to more focussed teaching of spelling strategies, conventions and rules to build upon a child's established phonological knowledge. Key stage two spelling objectives are taken from the National Curriculum's English Appendix 1: Spelling. Spelling lessons take place

weekly. The lesson is direct teaching input, with regular follow up session to revisit at different times in the week. This may extend to more, if needed. In year three, some children may still receive daily phonics. Spellings can also be taught in English lessons as and when they arise, in the form of spelling investigations. Spellings are often linked to handwriting.

It is important that spelling mistakes with the children's writing are identified and corrected. Key spellings in each piece of work will be identified and practised, as well as revising key words and identifying key topic vocabulary. This may include the misspelling of words which children should know, particularly key words/high frequency words and spellings which have already been taught. Any spellings that are frequently misspelt must be the focus of attention, so that the correct spelling is learned. It is important that we do not discourage children from trying to use more adventurous vocabulary by over correcting spellings. We remind children not to avoid a word just because they are unsure of a spelling.

Home Learning and Spelling Shed

Children need regular spelling practise at home as well as at school. Spelling practice is included in Home Learning activities via Spelling Shed.

With built-in scaffolding and support, Spelling Shed games allow children to practise their spellings at a level that they are comfortable with. Teachers assign spelling lists to cater for their children's individual needs. In the main game, children start by seeing and hearing the word before selecting the letters they need from a given selection. As the difficulty increases, the support lessens and children spell the words using a keyboard.

Spelling Shed supports phonics word lists which enable younger children to use their evolving phonemic awareness to build words with graphemes such as 'er' and 'ai', as well as single letter graphemes.

It is expected that children log on to Spelling Shed on a daily basis to practise the set spellings for that week.

In EYFS, children are given phonemes to practise and tricky words which are sent home to read, write and play games with.

Planning

In EYFS, planning is based on the material provided in the DfE validated Little Wandle Letters and Sounds scheme, of which we are members.

In Y1 – 6, planning is based on the Spelling Shed Scheme, which gives and organised progression through the Spelling and Grammar objectives outlined in the English National Curriculum.

In EYFS the Little Wandle scheme and resources are used to support the learning of individual phonemes. In EYFS, I-pad apps and Big Cat Phonics books are also used. The teaching of spelling and time for practise is planned within the overall planning for literacy (medium term plans and short term weekly/fortnightly plans).

Assessment

Assessment of pupil progress is in the first instance, on-going by the class teacher as part of formative assessment. In addition to this, pupils are tracked on our Little Wandle Letters and Sounds tracking sheets from Foundation to year 3. Children are tested on their high frequency words at different points though the year. At the end of year 1 all children will take the Phonics Screening Check as part of the government statutory requirements.. All year groups are formatively assessed on an ongoing basis and informal summative assessments take place at the end of each year, for each year group. However, formal summative assessments are carried at the end of KS1 in year 2 as well as the spelling, punctuation and grammar test at the end of year 6.

Inclusion

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEND coordinator and parents.

SEN children may follow specific programmes such as Toe by Toe or Nessy etc.

We ensure that all left-handed children sit on the left of other children, so they have adequate space to write.

Roles and responsibilities

- The English Coordinator, in consultation with the head and class teachers, has overall responsibility for the teaching and learning of spelling.
- The implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the English Coordinator, on behalf of the Head and Governors.

Reviewed Date: August 2022

Phonic phases

EYFS Phase 1 to 3 Little Wandle Letters and Sounds

Yr 1 Consolidation of phase 3 and phases 4-5

Yr2 – Consolidation of Phase 5 and phase 6 and into Support for Spelling