



## **SPELLING POLICY**

**February 2023**

Brinsworth Howarth Primary School believes that all pupils should be given the opportunity to progress and develop to their full potential.

The school understands that being able to spell age and ability-appropriate words correctly plays an essential part in meeting this goal. Spelling enables pupils to express themselves clearly, accurately and effectively, whether at home, school, or in the workplace. This policy reflects the heightened emphasis on spelling as set out in the National Curriculum (2014).

Whilst there is a range of different ways that spelling is learnt and acquired, any approach to the teaching and learning of spelling has to have a high degree of personalisation.

The teaching of spelling at Brinsworth Howarth Primary School is therefore both a progressive learning programme and a response to individual needs. It is important that *all* members of staff are fully aware of, and understand the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning.

## **Intent**

At Brinsworth Howarth Primary School we intend to foster an outstanding approach to teaching spelling by:

- Creating an enabling learning environment whereby key words are displayed that will support children's writing. **This could include commonly misspelt words, tier 2 and 3 focus vocabulary and focus sounds/spelling patterns.**
- Having a consistent approach to the teaching of spelling through the whole school by using the same programme which ensures consistency and appropriate coverage.
- Ensuring that spelling and phonics lessons are delivered with pace whilst ensuring the children are secure in their knowledge and application.
- Ensuring all children can apply their developing spelling knowledge in writing regardless of their background, needs or abilities.
- Ensuring that the teaching of spelling has a cumulative progression, building on year groups.
- Implementing a robust and comprehensive assessment process which enables us to identify weaknesses and strengths and provide swift intervention.
- Insisting that the spelling that is taught is seen in all relevant curriculum areas and that there is no variation in quality of spelling application across the curriculum.

- Consistent, high quality, spelling teaching will ensure that the children are ready for their next stage of their learning and that they remember previously taught material.

## Implementation

Spelling across the school looks slightly different through the key stages.

- Teaching spelling in EYFS, Year 1 and Year 2 is based on the delivery of daily Sounds-Write phonics lessons (see Phonics policy).
- In Years 3 to 6, the teaching of spelling will follow the 'No Nonsense Spelling' teaching programme. Each spelling lesson will include the following aspects: Revisit/Revise, Teach, Practice, Apply/Assess.
- Teachers will take responsibility for ensuring that children's individual needs are catered for within spelling. TA's are to be deployed accordingly within spelling sessions and take account of the children's support plans.
- Accurate spelling and letter formation go hand in hand. Teachers must ensure that letter orientation and directions are accurate so that children can concentrate on the order of the letters, rather than the formation of them. Efforts should be made to make the link between handwriting join patterns and spelling.
- Spelling support/homework will be sent home for the purpose of learning. This may include spelling lists, focus spelling patterns or rules.
- Children will learn an increasing range of strategies for ensuring that they spell words accurately in their work, including using dictionaries, word-mats and classroom displays.
- Children will be taught to, and are expected to, proof-read their work carefully and will be expected to correct/practise common exception words and high frequency words if they misspell them in their writing.
- Once taught, words are expected to be spelt correctly in all writing.

## Impact

- Assessment for learning is fundamental in ensuring that spelling knowledge is secure within a year group. Information gathered from day to day assessment activities informs personalised learning, and what must be revisited. Staff adapt planning accordingly to ensure that all children can spell not only the content from their own year group, but also that of the previous year groups.
- Pupils in FS will be assessed using the assessment and reporting arrangements outlined in the EYFS profile.

- Pupils in Year 2 and Year 6 will be assessed according to end of key stage assessment arrangements.
- A SoundsWrite diagnostic test may be administered for children who are presenting with spelling difficulties, and Sounds-Write based interventions may be recommended for children with gaps identified in their phonic/spelling knowledge.
- Writing moderation occurs three times a year, of which a secure fit model is used as a basis for professional discussion. This is quality assured with the collaborative systems of our partners within the JMAT academy.
- Application of spelling will be expected to be seen in **independent writing** as per the STA guidance. Teachers and support staff are expected to indicate errors as per the marking policy and ensure that known spellings are applied consistently.
- 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 spelling walls, dictionaries or other tools used on a regular basis.
- Teachers will use their knowledge when marking pupils' work to identify whether pupils are having difficulty with phonetics or are confusing common spelling rules. **Interventions will be put in place where necessary.**

All staff in school are responsible for the implementation of this spelling policy. Monitoring of the effectiveness of this policy will be the responsibility of the literacy subject leader/phonics lead.