



Milton Abbot School

# Spelling Policy

‘Every Child Achieving’

## SPELLING POLICY – MILTON ABBOT SCHOOL

**This document has been written in conjunction with our whole school English Writing Curriculum Plan. As a key priority, spelling is a ‘Golden Block’ at Milton Abbot School, which means it is a fundamental skill that forms part of the foundation for all learning and so requires this more detailed policy.**

### Aim

At Milton Abbot School, we believe that good spelling skills underpin a child’s enjoyment, confidence and accuracy when reading and writing. When a child lacks confidence and fluency with their spelling it can form a barrier to learning progress and achievement across all areas of learning. It is an essential skill that allows children to communicate their understanding in all curriculum subjects.

For pupils to develop into effective and confident spellers, **they must:**

- be taught through explicit teaching of spelling in dedicated lesson time
- maintain active engagement with spelling in all areas of learning – correct spelling is expected every time a pupil writes
- develop and apply a range of spelling strategies
- be taught new spellings through effective modelling and dedicated vocabulary teaching as part of every teaching sequence: we make time for words!
- be confident and competent with spelling rules in their writing and reading, forming links across different areas of learning. Teachers are expected to plan spelling and vocabulary links across the curriculum but also respond effectively when such links spontaneously arise in class
- be given dedicated time to practice class lists and any target spellings so that they can correctly apply these accurately and confidently
- complete regular assessments to ensure they are making rapid progress from their individual starting points and that this regular analysis of pupils’ spelling ensures that support is provided, tailored to the specific needs of the child or year group

### The Teaching and Learning of Spelling at Milton Abbot

#### **‘Read, Write Inc.’ - Early Years Foundation Stage / Reception, Year 1 and Year 2 (Year 2 where appropriate)**

At Milton Abbot School, we believe that phonics teaching should be:

*systematic, interactive, practical, engaging.*

Our school follows the systematic approach laid out in ‘Read, Write Inc.’ (RWI) which is designed to meet the requirements of the National Curriculum (2014). Teachers plan phonics to ensure progression and high-quality teaching. Children are assessed and grouped every 6 weeks to ensure they are learning at the correct level and to ensure gaps are addressed quickly. All children will practise spelling during their phonics session, this is recorded in books as evidence. Children will have RWI sound always mats available when writing across the curriculum.

- Phonological knowledge: including phonemic awareness
- Orthographic knowledge: understanding what is possible in letter order
- Etymological knowledge: knowing where words come from
- Morphological knowledge: knowing the meaningful parts of the word
- Semantic knowledge: knowing what words mean
- Visual knowledge: recognising the correct look of a word

## **Early Years Foundation Stage (Nursery / Reception) - Teaching and Learning**

- **Teaching:** Daily 20-minute phonics sessions are taught.
- **Resources:** GPC Spelling Chart and common exception words linked to 'Read Write Inc Phonics' visible and available in class as a teaching / learning aid.
- **Home learning** – sound book with graphemes and phonemes taught to practice at home along with a fully decodable reading book linked to 'Read Write Inc Phonics'
- **Evidence:** English books will be used by Reception to demonstrate starting points and progress of several skills including application of phonics, essential to spelling progress.
- **Assessment:** Reception will complete baseline assessments for phonics in September. They will then complete a formal phonics assessment every half term, with ongoing informal assessment processes used to inform precision teaching.

## **Key Stage 1 - Teaching and Learning**

- **Teaching:** Daily 30-minute phonics session are taught. Weekly 'no-nonsense' sessions for Year 2 as well.
- **Statutory Words:** Children will have 6 words from their relevant year group statutory word list. They will practise these daily in class and at home. They will then be tested in school weekly. These words will also be a focus when children are writing, and children will be asked to correct if spelt incorrectly. Children will have access to a statutory word list when writing to support spelling.
- **Resources:** GPC Spelling Chart and common exception word linked to RWI visible and available in class as a teaching / learning aid.
- **Home learning:** Each child will have a sound book with the sounds they have learnt that week. They are encouraged to practice spelling words containing phonemes taught that week.
- **Evidence:** English books will be used and will provide evidence along with assessments.
- **Assessment:** In addition to weekly spelling tests children will complete summative spelling assessments each term (3 x per year) to ensure retention along with assessing their phonic/spelling application through work scrutiny. Teachers are expected to maintain a continuous review to close gaps and apply precision teaching.

**No Nonsense Spelling Programme - Year 3 through to Year 6:** From Year 2, our school follows the systematic approach laid out in 'No Nonsense Spelling' (see the provided link to the No Nonsense Spelling Pathway Year 2 to 6) to develop competent and confident spellers. The spelling lesson pathway is applied to ensure a consistent and systematic approach, as follows:

**Revise** - activate prior knowledge / Revisit previous linked learning

**Teach** - introduce the new concept / explain, investigate, model

**Practice** - individual/group work to extend/explore the concept and independently investigate

**Apply/assess** - assess through independent application. Explain and demonstrate understanding

## **Key Stage 2 - Teaching and Learning**

- **Teaching:** Spellings are taught 4 times a week. Each lesson is approximately 20 minutes.
- **Statutory Words:** Each child will have a spelling pack that remains with them from Year 3-6. This pack contains a 'Have-a-go' book, a copy of the relevant year group's Statutory Words and a spelling bookmark. Dedicated spelling practice time is allocated within the school's timetable for the practicing of these words. Children will be assessed on previous year group Statutory Words at the start of the academic year and a personalised approach will ensure a rigorous and systematic approach is adopted.
- **Resources:** The children will be taught how to use and have access to dictionaries / thesauruses, access to their spelling pack and red box words displayed (non-negotiable/focus words).
- **Home learning:** Each child will have a home learning spelling practice book. This will go home each Friday and will contain ten words to practice. Five of these words are linked to the spelling pattern being taught as part of the No Nonsense Spelling programme and the other five will be personalised from their statutory word list.
- **Evidence:** English books will provide evidence along with assessments (as detailed).
- **Assessment:** In addition to weekly spelling tests children will complete summative spelling assessments each term.

**Additional strategies:** A range of strategies will be taught in class as part of the No-nonsense spelling scheme. In addition, Milton Abbot School makes use of the following methods:

- **Dictation** – the application of learnt spellings is aided by writing them in full sentences as dictated by the class teacher
- **Interactive spelling programmes** – pupils can challenge themselves on programmes such as ‘Spelling Shed’ to practice words independently, which also assesses the child’s progress with set words. This can also be linked with home learning.

**Marking of spellings:** Spelling errors must be judiciously identified by the class teacher (appropriate to age and stage of an individual child). These errors should be highlighted by the teacher in yellow and the responsibility for checking and correcting it must belong to the child – including the use of word lists and dictionary to assist. Time to correct spelling errors must be a systematic part of a class timetable and expectations.

**Spelling leadership team:**

**English Leader** – Greg Walkerdine

**Early Reading Leader** – Grace Baldwin

**Governor accountability** – Quality of Learning Committee

**Latest review:** July 2020

**Next review:** July 2021

**External spelling review:** Babcock adviser (R. Cosgrove), July 2019