

## Cedars Primary School – Spelling Policy 2024-2025



### **Intent**

At Cedars Primary School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our teachers enjoy exploring and investigating the patterns and contradictions of the English language and we encourage the children to take delight in what they discover.

### **Aims**

- To teach spelling systematically throughout the school;
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Read Write Inc' scheme of work;
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum;
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher;
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

### **Developing Spelling**

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, e.g. wait, wate;
- Know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used;
- Recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words;
- Know spelling conventions, e.g., relating to double letters;

- Look for similarities in the spellings of words which are etymologically related, eg, sign, signal.

## **Implementation**

All children take part in discrete spelling lessons. We also have a rigorous and well organised English curriculum that provides many purposeful opportunities for spelling development. Further to this, children from reception to Y2 develop a sound knowledge of spelling strategies as part of the phonics programme. Children who are identified as requiring further support in phonetic understanding in KS2, also benefit from participation in the programme. Each class focuses on an age related spelling rule informed by the national curriculum. Read Write Inc is used as a resource, which is structured in line with the National Curriculum. It dictates the spelling patterns to be taught in each unit and consolidates previously taught rules to ensure progression and retention. Word lists are set through paper based homework in spelling log books. The school's marking policy also places a strong emphasis on supporting the improvement of spelling, with a focus on high frequency words and taught spelling patterns. Children are encouraged to use general and subject/topic specific spelling mats provided to further develop their confidence. Taught spellings are added to working walls to further expose children and to provide a point of reference during writing tasks.

## **Weekly spelling lessons**

- Five lessons of spelling will be taught weekly from Years 3 – 6. Year N, R and 1 will deliver RWI phonics lessons daily.
- Weekly spelling lessons will follow the RWI spelling scheme. Rules and/or patterns will be explicitly taught and opportunities to follow up and practise the patterns taught through dots and dashes, Word changers, choose the right word, Four in a row and dictation.
- Lessons are recorded in RWI work books and spelling log books. Children may use the back of their handwriting book to practise spellings.
- Spelling lessons are timetabled explicitly as 'Spellings' and last 20 minutes.
- Unless agreed with the SENCO, all children will learn new patterns for their year group, including those receiving other interventions for spelling/phonics. Those children working below their year group will receive extra support through smaller group work and interventions.
- Pupils will take home spellings per week to practise. These include spellings from the spelling pattern that week as well as the year group statutory spellings.

## **Diminishing the Difference in Spelling**

Where pupils are identified to have gaps in being able to spell the statutory spellings/common exception words from previous year groups, the following is expected:

- The pupil is tested on all statutory/common exception spelling words from previous year groups,  
e.g. a year 4 pupil will be tested on the Year 4, 3 and 2 words.

- The incorrect spellings are identified as 'tricky spellings' and highlighted in the spelling log books.
- Once half termly, the children are tested on statutory spellings including the spellings spelt incorrectly previously.
- Pupils identified to have gaps in specific spelling patterns are taught the year group below spellings using the RWI spelling programme as part of extra intervention.

## Opportunities

All children have equal opportunities to reach their full potential in spelling, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability. Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Children with EAL Children with EAL are encouraged to make the same outstanding progress in spelling as their peers. To support their understanding spelling should be consistently modelled by the class teacher and pictorial aids used wherever possible. New and unfamiliar spelling words should always be taught in context and examples of how they fit into a sentence given.

## Children with SEND

Where pupils have fallen behind their peers and cannot access age-related content, class teachers will differentiate the spelling curriculum to ensure those pupils are able to progress, succeed and close gaps in their spelling knowledge and skills. If a pupil needs additional support in spelling, the following strategies may be used, with the direction from either the SENDCo or Class Teacher:

- Additional Spelling homework
- Small group spelling work
- Differentiated spelling lists
- RWI

## High Achievers

Children with advanced skills in spelling will be supported and given opportunities to deepen their spelling knowledge and skills. Their proficiency in spelling will be demonstrated by the quality of their spellings in their independent writing.

### Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future.

Activities to be regularly undertaken by the subject leader in relation to spelling include: ● monitoring and analysis of pupil work samples to analyse how spelling rules are applied by pupils across the school

- analysis of spelling data/phonics data
- purchasing spelling resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments

## Parents

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our annual Meet the Teacher meetings and parental workshops where relevant. In order to ensure success and deepen learning, we give our pupils weekly spellings to learn at home. We encourage our pupils to spend some time every day learning these spellings. Spelling homework should reflect the strategies being used in the classroom and these are communicated to parents through the school website and homework grids.

## Assessment

Assessment is built into the activities for every unit. Speed spell tests children's knowledge of words from previous units; Team teach and Four-in-a-row help children assess their own progress; Jumping red/orange words tests children's knowledge of red and orange words (words from the word lists in the National Curriculum in England). These are fun and motivating partner activities and team games.

## Impact

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. When spelling, our pupils:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve
- Are encouraged to be imaginative, creative and challenge themselves

The success of the school's approaches to spelling will be evidenced by improving results in the phonics screening check at the end of year 1, improved levels in writing across all year groups and Spag test scores in KS2. Outcomes of written work further evidence the children's confidence and accuracy in spelling, particularly on the Klips assessment sheet that breaks down the children's writing.

By: R Pathan To be reviewed: 1.9.25