

Bridgewater Spelling Policy



I **ntroduction**

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

Rationale

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

Objectives

- To provide children with the necessary experiences in order to develop their spelling skills.
- To equip children with a range of phonic 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 every day work and to deal with words which do not follow the basic patterns e.g. tricky words.

Teaching and Learning

The teaching of the alphabet begins in the Spring term of Nursery for the children who are ready and continues into Reception. Children learn the high frequency words (taken from the Read Write Inc red words) in school and are given the high frequency words to learn at home over the course of the year. This continues in Year 1 and Year 2 depending on the needs and ability of the children. Children are expected to learn these at home with the support of parents and guardians. These are given out to learn at home every week and are also practised in Read Write Inc groups during the week.

The teaching of phonics plays a vital role in children's ability to spell so great emphasis is placed on the teaching of phonics particularly in Early Years and Key Stage 1. As children move through the school, as well as the emphasis on the teaching of phonics there is also focused teaching of spelling strategies, conventions and patterns, as well as taking note of those which don't follow the basic patterns.

Early Years Foundation Stage

Children follow the Read Write Inc programme experiencing discrete phonics sessions every day. In Reception class Read Write Inc takes place every day. During the year, adults working within the team will teach each group in rotation so that the children will have the opportunity to work with different members of staff. At the start of the year the children will learn set 1 sounds and will learn to blend.

Once this has happened the children are assessed and put into ability groups. They will then progress through the Read Write Inc programme and begin to learn set 2 sounds. Within the Read Write Inc sessions, children are provided with regular opportunities to read and write, enabling them to practise word and letter formation. Key words are displayed in both indoor and outdoor learning environments. They are also taught to spell red words, common exception words including word bank words related to their stage of reading.

Key Stage 1

As children move into Key Stage 1, they continue to follow the Read Write Inc programme, again experiencing discrete daily phonics sessions. Children will work in ability groups according to their phonic ability with other children from their year group. This enables teachers to tailor their teaching to specific needs. Read Write Inc sessions in Year 1 take place for one hour a day and in Year 2 for 45 minutes each day.

Teachers will also refer to the National Curriculum for English/Spelling, Punctuation and Grammar lessons (SPaG) and they will teach specific spelling objectives from it. They will have 3 x 10 minute lessons per week. In addition, children will continue to be provided with rich learning opportunities in English, with regular opportunities to practise their reading and writing across a range of genres.

In Year 1 children must sit the statutory phonics screening test and parents are informed of the outcome. Those children who do not secure a 'pass' in Year 1 will be retested in Year 2 and again, parents will be informed of the result.

Key Stage 2

As children move through KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to more focused teaching of spelling strategies, conventions and patterns to build upon a child's established phonic knowledge, as well as those which don't follow the basic patterns. 3 out of 5 Grammar, Punctuation and Spelling lessons per week will have a spelling focus.

In Key Stage 2, teachers use both the Read Write Inc programme and the National Curriculum to guide them. In Year 3 some children may continue to work through phonics through the Read Write Inc programme but the expectation is that most children in Year 3 and 4 will move on to work planned from the National Curriculum spelling objectives for their year group.

The expectation for Year 5 and 6 is that children will be working to the spelling objectives in the National Curriculum. Teachers will refer to the spelling lists and strategies set out in National Curriculum and a range of other resources to support teaching and learning. Spelling is modelled consistently within the wider teaching of English – shared and guided reading, shared writing, word and sentence level work, opportunities for independent and guided group work. These all offer valuable opportunities for teaching spelling.

It is important that spelling mistakes within the children's writing are identified and corrected. 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 the use of a word just because they are unsure of a spelling.

Home Learning

Children need regular spelling practice at home as well as at school.

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

In Key Stage 1 and 2, children take home phonics words/high frequency words to learn and/or a weekly spelling list.

In Y5 and Y6 children are given access to computer based spelling programmes i.e Education City and Spelling Shed and are invited into school out of hours to use them as well as at home.

Planning

Planning is based on the material provided in the Read Write Inc handbooks and the National Curriculum spelling objectives. The teaching of spelling and time for practice is planned within the overall planning for English (Medium term plans and Weekly plans). There are also dedicated timetabled sessions every week in each Key Stage 1 and 2 class for Spelling, Punctuation and Grammar (SPaG).

Assessment

Assessment of children's progress is, in the first instance, on going by the class teacher and phonics teacher as part of formative assessment. This informs groupings for Read Write Inc and any ongoing changes. In addition to this, children are tracked on our Read Write Inc tracking sheets from Reception to Year 2. Children are tested on their high frequency words at different points throughout the year.

At the end of Year 1 all children will take the Phonics screening check as part of the government statutory requirements. Formal summative assessments are carried out at the end of KS1 in Year 2 and at the end of KS2 in Year 6 in the form of a spelling, punctuation and grammar test. (SPaG) All classes have a weekly spelling test from Year 1 to 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 SENCO and the parents. SEN children may follow specific programmes such as Toe by Toe, Sound Linkage, Lexia or Nessy.

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

Roles and Responsibilities

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

Monitoring

Agreed: January 2021

Reviewed: Spring 2024