

# **WOODLANDS PRIMARY SCHOOL**



## **Spelling Policy**

**Date Reviewed: 03/2022**

**Next Review Date: 03/2023**

## **Spelling Policy**

At Woodlands, we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for our pupils to develop into effective and confident writers, they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies, we equip them with independence to attempt spellings before asking for adult help.

### **We aim to:**

- Develop and teach the children to use a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings
- Promote a positive and confident attitude towards spelling
- Help children to use a range of dictionaries and spell checks effectively
- Provide equal opportunities for all pupils to achieve success in spelling
- To guide each child towards becoming an effective speller

This policy supports our school aim of raising standards across the school in English.

### **Teaching and Learning**

At Woodlands, to ensure a consistent approach, spelling is taught across our school using the planned RWI programme which matches the structure of the requirements in the National Curriculum (2014) for spelling. In addition, handwriting lessons, shared and guided reading sessions and writing sessions afford many opportunities for talking about spelling, revisiting and practicing strategies for spelling.

### **Early Years and Key Stage One**

At Woodlands, children in EYFS & KS1 are taught to spell alongside phonics. We use the RWI programme for phonics and spelling that teaches the children to spell using the strategy of 'Fred Fingers'. Phonics sessions take place daily and as part of these sessions the children are taught to spell words at the phonic level they are working at. In both EYFS and KS1 children are grouped according to ability – assessment takes place each half term.

### **Key Stage Two**

Spelling sessions will take place three times per week to ensure the children have the opportunity to practice and embed new spellings. Children will be grouped across their year group following baseline assessments. The children will work with a range of adults in smaller, targeted groups to revise, re-teach and explore new spelling patterns. They will complete activities such as a spelling test focusing on the sound from the previous week known as speed spell, dots and dashes and word changes – as used in KS1. Following lockdown, the Recovery Document (2020) places huge emphasis on dictation as a means of addressing gaps in spelling, sentence structure, handwriting and punctuation. With this in mind, we will place emphasis in the third weekly session on dictation. Along with spelling patterns, the children will have the opportunity to practice the statutory word lists outlined in the National Curriculum.

## **Homework**

### **KS1**

Children are set their corresponding spelling pattern to practice on Spelling shed. This may be as an assignment or as a word list to practice. Children are also given high frequency words to practice writing as part of their handwriting homework each week.

### **KS2**

In their third session of spelling, the children will receive a look, cover spell, check made up of words from the spelling pattern that they have been practicing that week. These words will need to be practiced in readiness for a spelling test in their first session of spelling the following week. The children will be made aware of what day this is as it will differ per year group depending on timetabling.

Children will also be set their corresponding spelling pattern to practice on Spelling shed. This may be as an assignment or as a word list to practice.

## **Resources**

To enable all children to develop the range of strategies taught, classrooms will be well equipped to support the different activities and learning styles. Resources may include: whiteboard and pens, Oxford Owl Spelling Videos, Vocabulary books, Spelling Shed programme, ICT spelling games, word cards, thesauruses and dictionaries, RWI speed sound charts, word banks (including both high frequency and cross curricular words).

## **Assessment**

Children will be assessed termly using the RWI assessment spelling test. Marking these provides the opportunity to see how well individual children understand and apply what has been taught.