



Cheadle Primary School - Spelling Policy

At Cheadle Primary school 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 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 will equip them with the independent to attempt spellings before asking adults for help.

Aim(s):

- Develop and teach the children to use a range of effective spelling strategies.
- Encourage creativity and the use of ambitious vocabulary in their writing.
- Enable children to write independently.
- Enhance proof reading and editing skills.
- Encourage children to identify patterns in words.
- Promote a positive and confident approach to spelling.
- Help children to use dictionaries and spell checkers effectively.
- Provide equal opportunities for all children to achieve success.

This policy supports our school aim of raising writing standards.

Teaching and Learning:

Spelling is taught as part of a planned programme following the requirements of the National curriculum. In addition, handwriting, reading and writing sessions afford many opportunities for talking about spelling – revisiting and practising strategies.

EYFS & Year 1:

High quality phonic work is taught in EYFS and Year 1 through the Read Write Inc. programme. Read Write Inc is a programme that helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development- see the RWI policy. Common exception words are also taught alongside the RWI sessions.

Year 2 and KS2:

An investigative approach is taken to the teaching of spelling in Year 2 and Key Stage 2 in line with the spelling objectives in the national curriculum. Spelling sessions are supported by the No Nonsense spelling (Babcock) programme. Spelling sessions take place 4 times a week to ensure children have the opportunity to practise and embed new spellings. This also includes the learning of the statutory word list in the curriculum. Where necessary, some pupils will consolidate their phonic knowledge and skills from Key Stage 1.

Homework:

Children receive weekly spellings on a Friday to be tested the next week. Spellings are differentiated and include spellings based on their weekly spelling pattern and five bonus topic or revision words. Year 1 spellings are linked to their phonic sounds, common exception words or the Year 1 statutory list.

Assessment:

Children are assessed at the start and end of each year using the 'Single Word Spelling Test'. For children following the RWI programme assessment is continual to ensure children are in the right group and phase. As part of the Key Stage 2 testing the children in Year 6 will also undertake the Spelling, punctuation and grammar text.

Weekly spelling tests are used throughout the school. Marking of written work also provides the opportunity to see how well individual children understand and apply what has been taught. When marking, teachers identify misspelt words by putting an sp in the margin. Children are expected to rewrite that word three times in their purple polishing pen. Teachers will not correct every spelling if it is beyond what has been taught or if children already have five spellings to correct. Once a child is secure in the spelling of that word, it will not be accepted spelt incorrectly. Children are encouraged to edit and improve their spellings independently before handing in their work. In Year 2 and 6, when the work is being used as an assessed piece, incorrect spellings will not be indicated in the margin as this will not count as an independent piece of writing.

Monitoring and evaluation:

Teaching staff monitor their pupils through observation, teacher assessment, marking of work and testing. The English coordinator regularly monitors planning and observes spelling lessons.

Inclusion:

We teach spelling to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. Spellings are differentiated and spelling interventions are run regularly.

Governing Body:

The English coordinator encourages positive links with the English link governor and keeps the governing body informed of all major issues related to spelling in the school.