



Anchorsholme Academy Spelling Policy



Adopted by Governors/HT: HT
Review period: 3 Years
Last review date: May 2021
Person responsible for policy: Mrs C Lang

Aim

At Anchorsholme Academy, we want every child to be a confident and creative writer with the ability to write for a range of purposes and audiences.

In order to achieve this, they must have a secure understanding of spelling rules and patterns and an ever broadening vocabulary. Pupils must be able to draw on a range of strategies when learning spellings and then be able to apply these strategies to their independent writing. Pupils must be encouraged to explore new vocabulary and to seek opportunity to use this in their writing to become creative, confident writers.

Our pupils:

- Apply their developing phonic knowledge in order to segment and blend words independently;
- Understand and take an interest in the meaning of new vocabulary and explore word families from the same origin;
- Use new vocabulary in both speaking and writing;
- Write with purpose and creativity, whilst editing, improving and redrafting their work; and
- Are not afraid to experiment with words and challenge themselves.

Statutory Requirements

The statutory requirements for the teaching of spelling are laid out in the National Curriculum (2014) for Key Stages 1 & 2 and in the Communication & Language and Writing areas of the Early Years and Foundation Stage Statutory Framework (2012).

Phonics

In the EYFS and Year 1, pupils follow a high quality, systematic programme of phonics using the Letters and Sounds (DfE 2007) teaching programme. Phonics teaching at Anchorsholme Academy makes strong links between decoding for reading and segmenting AND blending for spelling. Teachers model segmenting using 'sound buttons and sound lines' and use this to scaffold pupils when writing independently. Pupils are encouraged to apply their growing phonic knowledge when spelling.

Pupils are expected to leave Foundation Stage with a secure knowledge of the Phase 3 graphemes and with the ability to apply this knowledge to their spelling. Those that are not secure receive additional support to address their individual needs.

Pupils in Year 1 follow a structured programme of spelling to deliver the statutory requirements; the programme reflects Phase 5 of Letters and Sounds. It is expected that the vast majority of Year 1 pupils will be secure in the use of Phase 5 GPCs by the end of the year. Those that are not confident at Phase 5 receive additional support to address their individual needs.

The Year 2 statutory requirements for spelling reflect the spelling patterns and rules at Phase 6 of Letters and Sounds and this is delivered through a structured spelling programme and daily phonics sessions.

Progression in Spelling

Anchorsholme Academy Spelling Policy

To ensure coverage of the statutory spelling requirements for each year group and progression in spelling skills, we follow a published scheme from 'Twinkl'. The scheme provides teachers with a clear plan for spelling across the year and word lists to support the teaching of specific patterns and rules.

New spelling patterns and rules are introduced formally each week. Pupils discuss the patterns and are given opportunity to explore and experiment with further examples. Discussion of the pattern or rule takes place during Guided/Shared reading and ACEs time, as well as through modelled and shared writing.

Spellings are displayed in every classroom and updated every week. Pupils are given opportunities to practice their spellings during registration activities, SPaG lesson starters and handwriting sessions.

In line with the teaching of phonics, a typical learning structure follows:

Revise

Activate prior knowledge
Revisit previous linked learning

Teach

Introduce
Explain
Investigate
Model

Practise

Individual/ group work
Extend/ explore concept independently
Investigate
Generalise

Apply & Assess

Independent application
Explain & demonstrate own understanding

Strategies for Learning Spellings

In order to enable pupils to internalise spelling patterns, teachers model a range of strategies which pupils are then able to apply independently:

- Sound talking to aid segmenting and blending;
- Look, say, cover, write, check; and
- Use of sound buttons and lines.

Pupils are encouraged to use dictionaries in every year group to explore the spelling, meaning and origins of words.

EYFS - Oxford First Dictionary
KS1 - Oxford Junior Illustrated Dictionary
LKS2 - Oxford Primary Dictionary

UKS2 - Oxford School Dictionary

Strategies for the Teaching of Spelling

At Anchorsholme Academy, we teach the learning of spellings as a multi-sensory approach linked very closely to handwriting and active phonics. Our teaching of spelling is focused around the rules, patterns and conventions but also includes common exception words, high frequency words and vocabulary pertinent to thematic, concept and personal learning.

All pupils have a spelling journal in which they collect interesting new vocabulary and are encouraged to practise making independent spelling choices before checking with an adult.

Marking and Feedback

In our marking, we ensure that pupils are applying their growing understanding of spelling accurately. Errors in spelling of high frequency words are identified and up to 3 misspellings of common exception words or taught patterns/rules. Pupils make use of editing and improving time to correct these errors using the strategies taught.

Assessment

Pupils are tested on the spellings learned each week and errors are identified for pupils to revisit. Review and Assess weeks are planned into every half term and they are an opportunity to assess pupils' understanding of the patterns and rules learned through the use of dictation passages.

Understanding of spelling is also assessed through independent writing and from evidence in the pupils' spelling journals.

Intervention

Every teacher teaches the statutory requirements for their year group as it is expected that the majority of pupils will be ready to access this each September. Rigorous assessment procedures identify pupils that have specific spelling needs and are making less than expected progress.

Where pupils are identified as not meeting age related expectations or are struggling to access the year group expectations, parents are informed, specific strategies and targets are discussed and then reviewed at the end of the half term. This information is also a focus for discussion between staff and SLT during pupil progress meetings and to inform the SENDCo.

This is communicated with parents and phase leaders at the earliest opportunity and specific targeted interventions are put in place to meet their needs. Current intervention strategies include:

- Phonics Support
- Toe by Toe
- Early/ Additional Literacy Support (ELS/ ALS)

Parental Support

We believe that the learning done at home should reflect and extend the learning in the classroom and we recognise and appreciate the key role that parents and carers take in this.

Anchorsholme Academy Spelling Policy

We provide weekly spelling lists based on the learning that has taken place and pupils are encouraged to practise these spellings at home using the strategies learned. Pupils are also encouraged to begin to use new vocabulary and to practise these words in context either in speech or writing and to explore further examples.

Our spelling expectations and methods are introduced to parents each September at 'Meet the Teacher' evenings and are also a large focus for talks at the Reception Induction Evening. Throughout the year, further workshops are held for parents in relation to phonics, reading and GPS.