

# Sunning Hill Primary School



## Spelling Policy

***Prepared by: Mrs Rawlinson***

***Reviewed by: Governing Body***

### **Our school values – Building a Bright Future Together**

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world. Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

### **Curriculum Intent for Spelling**

Sunning Hill Primary School follows the National Curriculum statutory programme of study for English at KS1 & KS2 and the EYFS Framework. We aim to deliver a high-quality English education that will teach pupils to develop a mastery of spelling conventions in order to communicate effectively whilst writing. Our English curriculum is carefully planned to meet the needs of all pupils, including those who are disadvantaged or with SEND needs.

#### **We aim to ensure that all pupils:**

1. Are encouraged to write freely, without fear of failure.
2. Are taught within an environment that positively promotes the studying of words.
3. Are taught age appropriate phonics, spelling patterns and strategies.
4. Are encouraged to spell words for themselves using their phonic knowledge and understanding of spelling patterns and strategies.

### **Curriculum Implementation for Spelling**

Our English curriculum is implemented through careful planning, teaching, assessment and feedback. We will support spelling knowledge through English and all aspects of the wider curriculum. The teaching of spelling will be supported using a literacy rich environment with key curriculum vocabulary being clearly displayed, providing children with word lists, using spelling books and dictionaries where appropriate.

Pupils are taught phonics throughout EYFS and Year 1 using Little Wandle and spelling rules and patterns are explored throughout school. Children will be taught phonemes and letter names and will develop an understanding of alphabetical order to support using dictionaries whilst in KS1 and KS2. The teaching of spelling follows the National Curriculum statutory programme of study for English at KS1 & KS2 and year group English Appendix 1: Spelling with children learning age appropriate spelling patterns, high frequency words word lists (common words observing visual patterns). This is to be supported through spelling lists and weekly tests. Pupils will be expected to apply learned high frequency words and spelling rules in their independent writing. Teachers should expect pupils to use learned spellings correctly in their independent work across the curriculum and will correct some incorrect spellings and ask children to write these out three times.

#### **We ensure that the curriculum is taught in line with our aims:**

- The English curriculum is delivered as a discrete subject and reinforced throughout the curriculum.
- There is a consistent approach used throughout EYFS, KS1 and KS2.

## Spelling POLICY

- The National Curriculum statutory programme of study for English at KS1 & KS2 and year group English Appendix 1: Spelling and the EYFS Framework is followed. This promotes an English curriculum that is progressive and allows children to build upon previous learning.
- The English curriculum is adapted, through appropriate differentiation to meet the needs of all learners and prepare them for the next stage in their education.
- Vocabulary is selected and taught explicitly using the national curriculum and subject vocabulary linked to texts. This is progressive across year groups and is clearly displayed in classrooms, on working walls, so the children can refer to it to enhance their writing. Collaboration is promoted at all levels of school life.
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

### **Curriculum Impact for Spelling**

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

### **The impact of this is measured in the following ways:**

- National end of key stage assessments are used to identify strengths and areas for development.
- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes in writing in all year groups. Strengths are celebrated and areas for development are acted upon.
- Local authority moderation ensures writing standards are moderated across EYFS, KS1 and KS2.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book monitoring. This information is used to plan staff meetings and external training opportunities.
- Marking and writing assessments completed by the teacher (verbal as well as written) inform next steps and planning.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.

This policy is a guideline to the teaching of spelling and staff should use their own professional judgement to cater for the children's individual needs and abilities.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.