

# Sunning Hill Primary School



## Spelling Policy

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***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:**

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

### **Curriculum Implementation for Spelling**

Our spelling curriculum is explicitly taught through our phonics and English curriculum and reinforced throughout the wider curriculum. In Reception and Year 1, pupils are taught spellings alongside their phonics learning using Little Wandle Letters and Sounds programme.

The Pathways to Spell programme is then introduced from the spring term in Year 1 to Year 6 with spelling rules and patterns being taught in line with the National Curriculum statutory programme of study for English at KS1 & KS2 and year group English Appendix 1: Spelling.

The teaching of spelling is supported using a literacy rich environment where vocabulary is clearly displayed on working walls.

In Years 1 to 6 children are given weekly spellings in English lessons and are encouraged to learn these in preparation for a weekly test. Teachers will also encourage pupils to learn and spell high frequency words accurately and apply taught spelling rules correctly in their independent work in English and across the curriculum. Some incorrectly spelt words, from their learning, will be identified and, where appropriate, children will be asked to self- correct these before being given adult support or corrections.

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

- The spelling curriculum is delivered as part of the English curriculum and reinforced throughout the wider curriculum.

## Spelling POLICY

- There is a consistent progressive approach used throughout EYFS, KS1 and KS2.
- To teach the National Curriculum statutory programme of study for English at KS1 & KS2, English Appendix 1: Spelling, 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.
- 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.
- 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.

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.