



## Alexandra Infants' School and Alexandra Junior School



### Spelling Policy

This is the spelling policy for both Alexandra Infants' School and Alexandra Junior School. Alexandra School's understand that every child has the right to an education (*as in accordance in with UNCRC article 28*). The teaching of spelling will fulfil the children's rights.

#### Rationale

At Alexandra Infants' School and Alexandra Junior School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all subjects. In order for pupils to develop into effective writers they need to develop effective spelling strategies. By providing them with strategies we equip them with independence and a lifelong skill. Our teaching of spelling considers important principles: there are no perfect spelling rules but there are conventions which help to make informed choices; many spellings are dictated by grammar e.g. ed for past tense and many spellings are dictated by morphology (units of meaning) or word changing (adding prefixes or suffixes). Both school recognise that a good speller is not a person who has successfully memorised the most words but someone who knows ways to figure out the logic of words and can construct them as needed. Spelling sessions should be short and lively, with an emphasis on investigation and problem solving. It needs to be taught explicitly. The skill of proof reading needs to be taught in shared and guided sessions and links need to be made to handwriting wherever possible. The teaching of spelling will be consistent and progressive from EYFS to Year 6, enabling pupils to apply spelling strategies independently in reading and writing.

#### Aims

- Pupils will have the confidence to write independently for a range of purposes.
- Pupils will be able to communicate their ideas clearly in writing.

#### Guidelines

- Spellings will be taught systematically and consistently.
- The time allocation will vary across the year groups.
- In lower KS1 spelling strategies will be taught within English and Phonics lessons and across the curriculum. A 'have a go' ethos and phonetically plausible attempts will underpin the teaching and learning to enable children to develop independence for spelling.
- From Year 2 onwards, a strategic approach to spellings will be used and the teaching of a range of spelling strategies within SPAG sessions, set at different times depending on the year group. Children will be taught a range of strategies and spelling rules to enable them to become independent spellers.

## A spelling session

Within EYFS and Year 1 children will use their phonics skills to spell a range of age appropriate words including phonetically decodable words and common exception words. The children in EYFS and Year 1 will have discrete phonics teaching input daily by teachers and practitioners. The sessions last for 30 minutes. It is important that the different phonics phases are embedded and the children have a sound understanding of the key knowledge and skills.

From Year 2 onwards, in order for children to communicate effectively, they must learn how to spell words correctly in their writing. There is a consistency in approach towards the teaching of spelling across each school. This enables an investigative solving approach:

- Share the learning objective
- Introduce a set of relevant words
- Children to sort words and identify patterns
- Help them test their ideas
- Explain the principle behind the convention
- Practice the convention
- Explore exceptions to rules

Spellings are taught through the 'Rising Stars' spelling programme. A different spelling pattern is taught weekly through a range of different activities, including games, poems and stories. Each week children are given a set of spellings to practise at home, these will include some words linked to the weekly spelling pattern and common exception words (from word lists linked to assessment tool). These are given out on a Monday and tested on Friday in a weekly spelling test, administered through dictated sentences. Children will also practise these words daily as a morning activity.

The learning of spelling strategies is promoted in various ways. As well as explicitly teaching the strategies, each classroom environment should reflect the spelling focus at the time. Word walls and investigations should be on display. Charts of words with common features using problem solving approaches should be used.

In KS1, a zero tolerance policy of age appropriate, non-negotiable words are challenged and 3 spelling errors addressed. If an ambitious spelling has been attempted the spelling will be given from the teacher. In KS2, all spelling errors are challenged in work. Where a spelling is incorrect the teacher must underline the spelling and note SP in the margin. If the teacher feels the pupil is capable of that spelling it is not corrected and the pupil must use the dictionary. If a pupil has misspelled a piece of ambitious vocabulary the teacher will note the correct spelling. Pupils will record their spellings in their personal dictionaries. The school promotes a have a go philosophy. For example, pupils are encouraged to try to spell a word and show the teacher their attempt, rather than just ask for the spelling. Discussion or praise can then take place between teacher and pupil and the correct letters within the words are celebrated.

## Assessment

Spelling tests take place on a weekly basis on patterns/rules focused on in class. At assessment points pupils will also undertake assessments which will reflect their spelling age. Spellings will be given in a dictated passage. In KS2, Rising Stars assessment in spelling will be administered once a term. In Year 2, an end of year baseline spelling test will be given using the same assessment.

## Monitoring

The English Lead and Deputy will work alongside the Head Teacher across the two schools and will be responsible for monitoring spellings. They will observe teaching, scrutinise planning and carry out book scans. (Also see Marking Policy.)

## Inclusion

At Alexandra Infants' and Junior School, it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. For further details, see separate policies: Special Educational Needs; SEND Information Report; Equality policy and scheme; Able and Talented; English as an Additional Language (EAL).

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.

## Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

**“For further details of a KS2 approach please see the Intent and Implementation document.**

Updated June 2020 by Lauren Davenport (Key Stage One English Lead) and Claire Mountford (KS2 English Lead)

This policy will be reviewed annually.

