Spelling Policy

Intent

At Primet Primary School, our intent is to develop confident, accurate and independent spellers who can apply their spelling knowledge effectively across the curriculum. Our values of **Aspire, Respect and Together** underpin the actions and decisions of the entire school community. Through a progressive spelling curriculum, children develop secure phonics knowledge, an understanding of spelling patterns and rules, and the ability to apply these accurately in their writing. We aim to foster a love of language, enabling pupils to communicate effectively and achieve success as writers

Aims and Principles

- Provide a progressive spelling curriculum that builds upon prior learning from EYFS to Year 6.
- Develop children's understanding of phonics, spelling patterns and rules.
- Provide regular opportunities for pupils to practise, apply and revisit spelling knowledge.
- Develop children's ability to proofread and edit their own work.
- Promote the accurate application of spelling across the curriculum.
- Statutory requirements for the teaching and learning of spelling are set out in the National Curriculum in England: English Programmes of Study (2014) and the Early Years Foundation Stage Statutory Framework.

Non-negotiables, Procedures and Practice

- Spelling is taught through a progressive curriculum from Reception to Year 6. In EYFS and KS1, children follow the **Little Wandle Letters and Sounds Revised** programme. In KS2, children follow the **Spelling Shed** programme.
- In EYFS and Year 1, spelling is taught through daily phonics lessons and the application of taught phonemes and tricky words within reading and writing activities.
- In Year 2, children follow the **Little Wandle Spelling Programme**, which builds upon their phonics knowledge and teaches the National Curriculum spelling expectations through a systematic and progressive approach.
- In KS2, spelling is taught explicitly twice weekly through the Spelling Shed programme. Lessons focus on introducing, practising and applying spelling patterns, rules and statutory word lists.
- Children in Year 2 and KS2 complete a weekly spelling test based on the spelling patterns and words taught.
- Common Exception Words, tricky words and statutory spelling lists are taught, revisited and applied in writing throughout the school.
- Spelling knowledge is applied across the curriculum and reinforced through independent writing opportunities.
- Children are taught to proofread and edit their work, identifying and correcting spelling errors using taught strategies.
- Spelling homework is set regularly. In KS2, children complete Spelling Shed online assignments and/or Spelling Shed activity sheets. In KS1, homework reflects the spelling and phonics patterns currently being taught in school.

Oracy

The National Curriculum for English reflects the importance of spoken language in pupils' development across the curriculum. Spoken language plays a significant role in the development of spelling, enabling children to hear, identify

and manipulate sounds within words. At Primet Primary School, pupils are encouraged to orally rehearse words, identify syllables, discuss spelling patterns and rules. Through phonics, spelling investigations and discussion, children develop their understanding of spelling patterns and word structure, supporting accurate spelling in their writing.

Assessment

- In EYFS and Year 1, spelling is assessed through ongoing teacher assessment and half-termly phonics assessments as part of the **Little Wandle Letters and Sounds Revised** programme. Assessment information is used to identify pupils who require additional support and to inform future teaching.
- In Year 2, children complete weekly spelling tests and a GPS assessment in the Summer Term. Teacher assessment is used throughout the year to inform judgements.
- In KS2, children complete weekly spelling tests and termly GPS assessments. Assessment information is used to identify gaps in learning and inform future teaching.
- Spelling also forms part of teachers' overall writing assessments, with pupils expected to apply taught spelling patterns, statutory words and proofreading skills within independent writing across the curriculum.

Roles and Responsibilities

The Subject Leader is responsible for improving the quality of teaching and learning in spelling by:

- Monitoring pupil progress and attainment in spelling.
- Evaluating the provision of spelling across the school, including intervention and support programmes.
- Monitoring and developing the quality of the learning environment to promote the teaching and application of spelling.
- Leading the development and implementation of spelling policies and practice.
- Supporting colleagues' continuing professional development (CPD) in spelling teaching and learning.
- Monitoring the implementation of the **EdShed (Spelling Shed)** programme in KS2.
- Keeping up to date with national developments, research and best practice in spelling.
- Monitoring the impact of spelling teaching and learning across the school.
- Supporting staff to ensure consistency in the implementation of the spelling curriculum.

In KS1, the Phonics Lead is responsible for monitoring the teaching and assessment of spelling as part of the **Little Wandle Letters and Sounds Revised** programme and supporting staff to ensure consistency in the delivery of phonics and early spelling provision.

Monitoring and Evaluation

- Spelling provision will be monitored regularly through learning walks, lesson observations and pupil voice activities to ensure that high-quality teaching and learning are consistently taking place.
- The implementation of **Little Wandle Letters and Sounds Revised** in EYFS and KS1 and **Spelling Shed** in KS2 will be monitored to ensure consistency and progression across the school.
- Books (KS2) will be scrutinised regularly to monitor pupils' learning, progress and application of spelling within independent writing.
- Assessment information, spelling test outcomes and GPS assessment data will be used to identify strengths and areas for development and inform future teaching.
- The impact of the spelling curriculum will be evaluated regularly to ensure that all pupils make strong progress and develop as confident, accurate and independent spellers.

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