



SPELLING POLICY



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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would like to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Writing and Spelling Intent

At Buckland we aim to send our children onto secondary school with the view that writing is an enjoyable and purposeful skill, seeing themselves as confident and successful writers. We want the children to have the skills and confidence to write within a range of genres and within the different subject areas as well as writing for the pleasure of it. The children will leave having clear drafting, redrafting and editing skills so that they recognize that writing is a creative process that can be developed and improved. We want children to recognize that through their writing, they can create images in their reader's minds as well as evoke emotions and that this process can help them as authors to understand others' attitudes and feelings. We want children to be excited by words and develop an understanding of language as a growing and changing concept as well as the knowledge of spelling rules and their exceptions.

Spelling is a key skill in being able to communicate clearly in writing. We recognise the important balance between children becoming confident, enthusiastic writers who can create and organise purposeful texts and who can spell correctly.

At our school we aim for children to:

1. spell confidently the words they are likely to use frequently in their writing
2. be provided with separate teaching of spelling objectives and integrate the teaching of word level work into text and sentence level
3. make reasonable attempts at spelling words they have not seen before, using knowledge of spelling patterns and rules
4. check their work for miss-spelt words
5. use a dictionary/spell checker to support their spelling
6. enjoy investigating words and their spellings.

Teaching approaches/ Implementation

Reception

We use the Read, Write Inc scheme as part of introducing letter sounds, names and shapes to children. In the first stages, our approach is practical, including multi-sensory and kinaesthetic experiences, and is reinforced in all areas of the curriculum. As children become more familiar with individual sounds, they begin to look at how words can be built by combining GPCs (Grapheme-Phoneme-Correspondences).

Children are encouraged to write through different activities, and opportunities to develop literacy skills are made across the curriculum. At this stage we also begin to develop recognition of WOW words through games as well as spotting them in shared texts. WOW words consist of some of the first 100 High Frequency Words (HFW) as well as tricky red words from RWI; they include common exception words containing spelling patterns that cannot be sounded out. From Term 4, children start to learn how to spell WOW words, writing them on whiteboards and/or in books. There are 20 sets of WOW words – they are linked to the RWI banded books – this enables children to be confident in their early spelling as they have 'met' the words in phonics lessons as well as the books they look at in class and take home to read.

KS1

In Year 1, this work continues with a focus on ensuring that children can consistently spell the WOW words they have learnt in Reception as well as new ones covered in phonics lessons; this is combined with learning statutory spellings from the National Curriculum which is also covered through the RWI scheme (children have a daily systematic phonics lesson, where they link both reading and spelling through activities on whiteboards and in phonics writing books). Children will have a set of 6 words (a combination of common exception words and phonics words) sent home as weekly spellings - these will be checked informally (not as a test) e.g. as part of a game. If children are unsure of any spellings, they will come home again to be practised a little more. Ideas for helping children to learn spellings, will be sent home at the beginning of the autumn term.

In Year 2, in the autumn term, work continues on learning how to spell WOW words, to include all the first 100 High Frequency Words and for those who are confident with these spellings, to move on to the next 200-HFW word list. Children will be assessed on their knowledge of common exception word spellings/HFWs as soon as they start Year 2, in order to provide a baseline for each child. This means that the spellings are highly personalised so that children are working on targeted spellings – this will be an ongoing process throughout the autumn term. Each week, children will bring home a list of 6 words which will be checked weekly in informal tests. After Christmas, those children who are ready, will start on the Spelling Shed scheme which covers words from the National Curriculum for Year 2 (see KS2 for further information about the Spelling Shed scheme).

Children in Year 1 and 2 also have a Word of the Day which is linked to their phonics and word family work; is a high frequency or a topic word. The HFW are in the back of each child's English book for them to use for support when writing.

In writing activities, children in KS1 are supported by word and phoneme mats to support them in applying their phonemes and word family knowledge to their work. This ensures that children are not only practicing the correct way to spell high frequency words but also the ability to word build so that a lack of spelling knowledge does not inhibit the development of a confident writer. The RWI language is consistently used in the teaching of spelling, e.g. children are taught to pinch the sounds for spelling as this helps when segmenting a word (saying the sounds needed in a word, followed by writing the letters that represent each sound.) Teachers will pick out one spelling error from each piece of writing for children to practise – this is to ensure that any spelling errors in writing are quickly picked up and children have a chance to learn them before any spelling mistakes become habitualised.

KS2

In Lower key stage 2, those children who need continued support on WOW words/HFW will do daily precision spelling as part of their morning work. Children in KS2 use the Spelling Shed scheme, which covers the statutory spellings from the National Curriculum. In LKS2 phonic knowledge continues to underpin children's understanding of spelling rules – for example through looking at alternative spelling patterns of GPCs – the language of RWI continuing to play an important role in children's developing knowledge of spellings. A weekly spelling lesson teaches children spelling through a range of activities and includes understanding the relationship between meaning

and spelling. Children will at different points explore the etymology of words (origin of words); morphology (structure of words e.g. root words; prefixes; suffixes) and orthography (how patterns of letters are used to make certain spoken sounds in a language). This will take place through direct teaching, discussions, games and investigations - helping children to become more secure in their knowledge of English spelling.

Weekly spellings are practised through the interactive Spelling Shed programme where children can learn their spellings through a range of activities including games and creating 'hives' where they can compete against each other. The spellings are also sent home on weekly word lists and are accessible on the school website in the class pages. There is informal testing of the spelling words each week; in some cases, testing all the spellings or just a few that are chosen at random by the teacher. The children also take part in the Word of the Day, to learn specific irregular spellings listed in the new curriculum as well as topic words. Words of the day are displayed on the maths and English working walls.

Marking identifies words children should target; teachers correct key spellings, writing them in the margin or underneath children's work - in Sycamore class this is 2 spellings and in Oak it is 3 per piece of work; these spellings are written into the children's spelling logs which are at the back of their English books – children take responsibility for this themselves and are encouraged to play an active role in referring to them whilst writing. Older children use dictionaries and the iPads to correct key words underlined by teachers or pupils in peer marking. As part of the editing process when writing, children are also encouraged to check their own work and identify words spelt incorrectly. These strategies are in line with our assessment policy and help children in taking responsibility for their own learning. (See Marking and Assessment policies).

Assessment/ Impact

In addition to on-going formative assessment to inform planning and teaching for individuals and groups, we use data from statutory and optional tests 3 times a year to inform us of individual progress, as well as cohort standards. The results of these are kept in pupil evidence folders. Children in KS2, will take the Young's parallel spelling test at the start of the academic year as a baseline, and those who are identified as needing further support with spellings, will take the test to monitor progress in Terms 1, 3 and 5. Any children not progressing well in spelling are identified within these tests and steps are taken to give individual support such as the precision spellings intervention. In line with the increase in expectations for the National Curriculum, we expect children to be working at a spelling age above their actual age.

Children identified in year 2 and KS2 as having spelling challenges will also use Spelling Tutor at home and at school to help intervene in a timely manner. This does not necessarily mean they will be supported with an SEND support plan but is a first step intervention.

The success of the school's approaches to spelling is evidenced by high results in the phonics screening check at the end of year 1. Children also achieve high results during the standard assessment tests at the end of KS2, in which children's spelling is assessed. Outcomes of written work further evidence the children's confidence and accuracy in spelling across the school.



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SEN/Inclusion

Children identified with SEN have SMART targets recorded on their plans. Spelling is often a weakness for these particular children, and we use a structured approach to their teaching and learning. Precision teaching techniques and multi-sensory approaches are used to focus on short, achievable targets and to ensure progress. Regular checks of spelling ages are another method used to check children are moving on. (We use Young's parallel spelling materials.)

Additional support is given to SEN children to develop spelling skills. This may be within class, or as a planned intervention and takes place either as 1:1 support or in a small group, depending on need. Support is also given through Precision spellings techniques.

Teachers make specific reference to the Oxfordshire Dyslexia Policy and include strategies in their teaching. Again, we use a multi-sensory approach and learning is reinforced through activities which involve: hearing/speaking words, writing with a range of implements, finger tracing, air writing, word-processing, feeling and developing a visual picture. The importance of using a cursive script in handwriting is developed alongside learning to spell, as pupils use the flow of words as a memory aid.

Monitoring

It is the role of the English subject leader to support teachers and monitor teaching and learning. This takes place through staff meetings, scrutiny of planning / children's work, informal conversations with children and staff, analysis of test results and classroom observations.