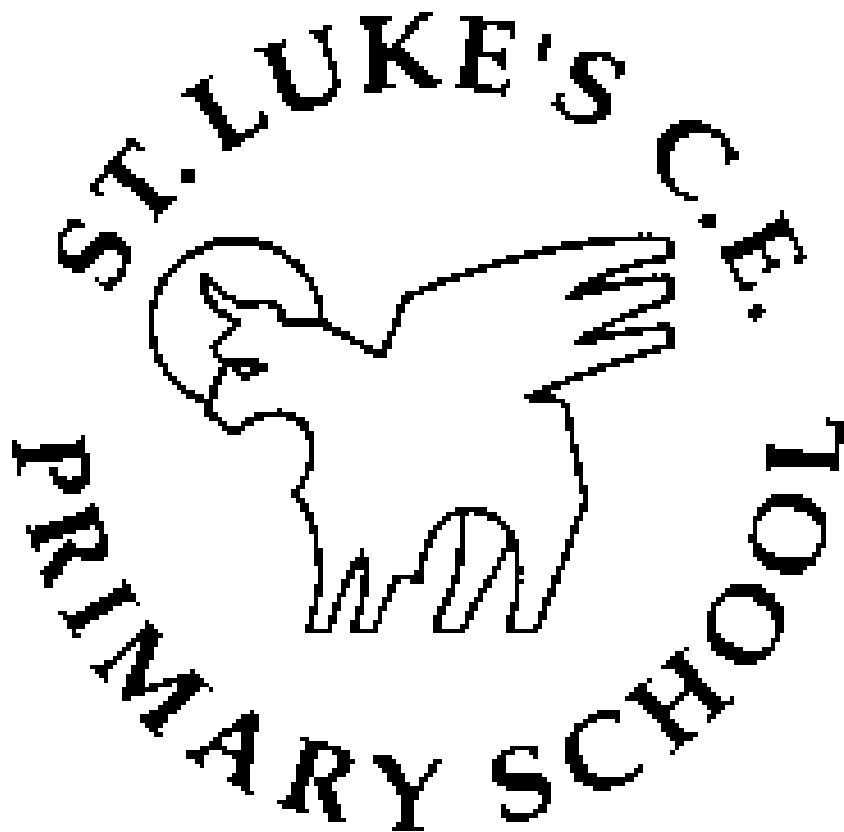


# St. Luke's Spelling Policy



## Spelling policy

### St Luke's CE School

#### Aims

We aim to

- Provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- Provide a wide range of auditory, visual and kinaesthetic activities and experiences in spelling, in order to meet the learning styles of all children.
- Deliver the spelling requirements of the 2014 National Curriculum.
- Wherever possible, to link spelling with other areas of the curriculum, in order to make it more meaningful and relevant to the children.
- Use assessment to ensure progression in the understanding and use of the spelling rules.

#### **Principles of teaching.**

At St Luke's we are aware that all children are individual and have preferred learning styles. Therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their spelling skills.

#### **Phonics**

On entry to the school all children do Phase 2. By October half term they will begin Phase 3 and the majority are expected to be secure in that phase by the end of FS.

Year 1 begin to teach Phase 4 to the children and by October half term they will begin phase 5 and majority will be secure in Phase 5 by the end of year 1. By year 1 will have completed phonics screening.

Year 2 recap of Phase 5 alternative sounds and then moving on to Support for Spelling Programme. Spellings the children learn will be linked to the sounds that they are learning that week in phonics. Children's knowledge will be assessed using Letters and sounds Phonics assessment.

### **From Year 2 onwards**

Spelling is taught systematically. At Key Stage 2 this involves a weekly spelling lesson that teaches rules specifically for that year group. Less able children will be taught spelling rules according to their current level. Each year's statutory spelling lists will be displayed, taught and assessed at the end of each half term. Spellings will be practised and applied to whole sentences in the form of dictation.

Spellings will be sent home each week for at least ten weeks during the term and emphasis will be on learning the rule, rather than rote learning.

### **The Teaching Sequence.**

Revisit, explain, use

What do we already know?

(previously learnt letter/sound correspondence, prefix, suffix.....)

Oral activities to confirm prior knowledge

Explain the purpose of new learning, use vocabulary orally in context

Teach model define.

How the pattern/ rule/structure works

Model spelling examples

Define the rule, patterns and conventions

Whole class/ individual whiteboard spelling practice.

### **Practise explore investigate**

A range of interactive activities for children to practice new learning

Whole class activities.

Group work

Extension activities.

Independent work

### **Homework.**

Apply assess reflect.

Revise new learning

Apply in writing

Reflect on learning.

### **Recording.**

Learning will be recorded in spelling folders at FS and Key stage 1 and spelling journals in key stage 2.

### **Strategies to ensure continuity and progression**

Long term, medium term and short term planning show progress in knowledge, skills and understanding and ensures the continuity and development of spelling.

Children's spelling progress will be evaluated on an on-going basis by the teacher/teaching assistant and/or child, which ultimately informs the planning of spelling tasks the following day or week.

The English co-coordinator will monitor and evaluate the teaching and learning of spelling on a regular basis across school, to ensure that continuity and progress is evident.

Oral and/or written targets will be set by the teacher and/or child to help children achieve their full potential in spelling.

Oral feedback will be given by the teacher as a didactic tool for future learning.

### **Assessment**

Children will be given opportunities to self-assess and evaluate their own spelling. This not only promotes independence, but also assists in their self-development and helps them to develop specific aspects of it further, aiding progression.

Every half term, children will complete a formal spelling assessment. This will be marked/ evaluated by the teacher and results shared with the parent.