



Sticklepath Community Primary Academy and Eden Park Academy

SPELLING POLICY

September 2022

(linked to Assessment and Feedback Policies)

At Eden Park Academy and Sticklepath Community Primary Academy, spelling is an integral part of children's writing and vocabulary development. As children develop spelling competency, their confidence and independence in writing will increase and it will encourage an interest in language that will further develop a growing vocabulary.

Aims

- Children to become confident, independent spellers using a range of skills and strategies
- Children to have an interest in words and their meanings (dictionary work including etymology)
- Children to have a growing vocabulary, exploring language and making links between words
- Children to apply spelling skills in all areas of the curriculum
- Children to use prefixes and suffixes to alter word meanings (morphology)
- Children to be able to independently edit their writing, and correct and improve their work

Objectives

Children should be taught to do the following

- Confidently and fluently spell the words that they are using frequently in their writing
- Spell new words with an increasing range of phonetic knowledge.
- Learn to check and correct spellings using strategies listed below
- Learn strategies to spell unknown words correctly
- Build on quality teaching of phonics
- Ensure full coverage of National Curriculum requirements
- Develop spelling strategies based on morphology, etymology, patterns in words

Progression in spelling

To ensure progression in spelling in KS2, the No Nonsense Spelling (NNS) programme is used. This programme gives a clear spelling pathway that follows on from the structured phonics programme in KS1. The pathway clearly progresses through the National Curriculum requirements (including links to the statutory word lists) and is set out on a term-by-term basis in each year group. This includes Y2; NNS should be used as a resource to support the teaching of spelling in Y2, once the phonics programme has been completed and mastered.

The NNS overview gives a suggested pathway through the programme, but is not followed rigidly. The programme is applied flexibly throughout KS2, with teachers linking the learning with other areas of the curriculum where possible, and revising lessons from previous year groups where necessary.

Teaching and Learning Strategies.

Spelling is taught 5 times over 10 days, using the cycle listed below. Where necessary, the programme is taught more regularly, in order to close gaps in spelling knowledge (currently the case in Eden Park). A typical learning sequence is as follows, though not all steps will feature in every sequence:

Revise

Hook back and activate prior learning

Teach

Introduce the new concept

Explain

Investigate

Model

Practise

Individual / group work

Explore / extend the concept independently

Investigate

Generalise

Assess

Application in independent writing

Explain and demonstrate understanding

Marking Spelling

See Feedback Policy

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Where a specific need in spelling is identified, it is good practice for teachers to complete a spelling analysis, grouping the child's errors under the following headings: Common exception words, Grapheme, phoneme correspondence (GPCs), Homophones, Prefixes and suffixes, Word endings and Other. The aim is to identify patterns in children's spelling mistakes in order to establish teaching priorities for that child to ensure good progress.

Assessment

See Assessment Policy