



Talavera Junior School
Spelling Policy

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Talavera Junior School
SPELLING POLICY

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	May 2009		Claire Furzland		
2.0	December 2014		Maxine Cutforth		
3.0	November 2015		Maxine Cutforth		
4.0	September 2016		Stephanie Nash		
5.0	September 2017		Stephanie Nash		
6.0	September 2018		Stephanie Nash		Updated to incorporate the school's 'Spelling Wizard' theme.
7.0	September 2020		Heather Partington		
8.0	September 2021		Alexis Pinto		
9.0	February 2023		Alexis Pinto		Revised: practise in handwriting, updates to working wall and MTP
10.0	September 2024		Alexis Pinto		Updated to incorporate 'Super Spellers'



Talavera Junior School **Spelling Policy**

At Talavera, we aim to ensure that each child is entitled to a planned programme of spelling to enhance the children's command of the English language. As educators, it is our responsibility to introduce and encourage children to experiment with new vocabulary. By securing the children's understanding of phonics and also exposing them to the etymology and morphology of words, the children will begin to spot patterns that will help to cement understanding. Ultimately, as a school, we aim to develop confident spellers who have the courage and ability to apply a range of techniques taught in order to attempt to spell both familiar and more ambitious words.

However, spelling must not be an isolated event. It should be emphasised and reinforced within the teaching of reading and writing and a range of cross-curricular links should also be established. By providing opportunities for children to develop their vocabulary, we are enabling them to become more effective communicators in the world in which they live.

Discrete Spelling Sessions

- Each year group will allocate at least 1 hour a week to discrete spelling sessions. This could take the form of 4-5 fifteen minute sessions or be combined to form 30 minute spelling sessions depending on the flexibility of each year group's timetable.
- Our own- school spelling programme is named 'Spelling Wizards' which encourages the children to become a 'whizz' at spelling. The theme of magic will be used in lessons to encourage excitement for spelling sessions
- Spelling sessions will have a focus on spelling patterns which will be taken from the Spelling Medium Term Plan as appropriate for each year group.
- Planned phonics revision will be taught throughout all year groups in key stage 2
- Weekly spelling sessions will be carefully planned and resourced following the sequence below:

1	Revisit, Revise, 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
2 & 3	Teach, Model, Define How the pattern/rule/structure works Model spelling examples Define the rules, pattern and conventions Whole class/ individual whiteboard spelling practice
4	Practise, Explore, Investigate A range of interactive activities for children to practise the new learning Whole-class activities Group work Extension activities Independent work Reflect on learning
5	Apply, Assess, Reflect Revise new learning Apply in writing Reflect on learning

- Spellings which follow a taught rule/ pattern will not be sent home to practise. By following a rigorous sequence of lessons and embedding spelling throughout the curriculum, it is hoped that children's understanding of these rules will be consolidated in class.
- Each week, 5 words which do not follow rules/ patterns will be sent home for the children to learn. These words will be taken from the specified list for the appropriate year group. Children will be exposed to these words throughout the week but will also be required to practise with their parents/ guardians. These words will be tested during Friday's spelling session.
- Children will be exposed to a range of strategies to help them spell from the school's long term spelling plan.
- Spellings will be differentiated for those children who are unable to access the spelling programme for their year group. Teachers may choose to re-visit the previous year's curriculum as and when necessary.
- All classes will have a 'Spelling Wizards/ Word Jail/ Phonics Sound display to support and promote accurate spelling within the classroom.

Spelling Within the Wider Curriculum

- Children will be encouraged to be more adventurous with vocabulary and inventive with language. We aspire for the children to take risks and have a go.
- Children will be taught how to use a dictionary and should be encouraged to use a dictionary and take responsibility for selecting and learning their own spellings on occasion.
- Children are encouraged to apply taught phonics and spelling rules independently. For this, they use the 'Who Wants to be a Super Speller?' crib sheet whereby they break a word into syllables, sound out each syllable, look at the word to see if it appears correct and then 'phone a friend' to check their spelling. The friend can be a peer or adult.
- Copies of dyslexia friendly dictionaries will be available in all classrooms.
- Spellings should be drawn upon and emphasised within all subjects to provide children with a range of contexts in which words can be used.

- Children will be provided with polishing time in order to check and correct their spellings. During the drafting process, they should be encouraged to mark dotted lines under words they are unsure of how to spell. It should be an expectation that these words are then later checked.
- Children will use their spelling wizard books as their own editing tool for when they produce written outcomes across the curriculum.
- Words which most of the class frequently spell incorrectly within their writing will be placed upon the class 'Hogwarts Hospital' display. Tips will be given to help aid the spelling of these words. When the class develop accuracy with the spelling of these words, they will be removed from the 'hospital'.
- Additional practise time allocated within handwriting sessions

EAL

For the effective inclusion of EAL children, teachers should consider:

- ✓ The role of spelling/script in the child's first language;
- ✓ How pupils may have previously learnt spelling in their first language;
- ✓ The sound/letter relationship in the child's first language;
- ✓ That children need time to **hear** sounds before they are expected to produce them in their own speech, then write them;
- ✓ Whether the sounds are taught in their language and have strategies to support children's understanding and use of the sounds.

SEN

- For children working significantly below ARE in spelling, teachers will arrange for children to develop their phonics knowledge or consolidate gaps at their level.
- Phonics and spelling assessments will be used to assess the children's current level of understanding
- LSAs will be made available in spelling sessions to work with SEN children who are working on a different spelling curriculum- this could be phonics or spelling patterns that the children are struggling with within their writing.
- Advice from the school SENCO can be sought in order to develop a spelling programme that best suits the child's needs
- Cued spelling may also be used to reinforce words that do not follow a spelling pattern.

Resources

In order to achieve good spelling, children will have access to a variety of resources:

- >Dictionaries
- >Thesauruses
- >Personal spelling books
- >Vocabulary banks and lists on working walls
- >The class spelling wizard display

Assessment

At the end of each pattern of study, children will have the opportunity to revisit/ test themselves on the words previously learnt. Each Friday, children will also be tested on the 5 non-pattern words that have been sent home. Children who struggled to retain the spelling of either the pattern or non-pattern will receive further intervention. This could involve extra time to practise in school, receiving LSA 1:1 or small group intervention or being provided with further homework to consolidate understanding. Home school links

are vital in ensuring that children receive the support they need to develop their command of the English language.

Children will participate in half termly year group spelling assessments and termly in Parallel Spelling Tests. These assessments enable class teachers to identify the children's ability and provide further support where necessary.

For children with EAL, it may be necessary to assess a child's ability to hear/identify sounds before testing their spelling (application of the sound to the written word).

Intervention will be provided for children who are struggling to apply spelling rules and conventions. This could include: phonics teaching, cued spelling or further reinforcement of the learning which has taken place in class.

