

**Spelling Policy**

1. **Principles**

Spelling is important in ensuring children are independent, accurate, confident writers.

At Belleville, spelling:

* is taught explicitly and regularly (including time to consolidate and strengthen prior learning)
* is differentiated
* Is taught using a range of strategies
* is assessed regularly
1. **Practice:**

**Spelling is taught explicitly and regularly in all year groups through:**

* Skills lessons in Y1-6
* Phonics lessons in EYFS
* Words to learn being sent home weekly
* Links with handwriting

**Spelling is differentiated through:**

* Matching work according to phonic stage, spelling difficulty, range of words, vocabulary, level of application, investigation, pattern finding and explanation
* Giving children regular opportunities to practise words which are personal to them
* Giving some children additional time to consolidate and strengthen prior learning from previous year group/earlier stage of year

**Spelling is taught using a range of strategies\*\***

* Identify and count phonemes represented by sound buttons and dashes and later identifiying syllables
* Use phonics charts to find suitable representations of sounds
* Identify/highlight tricky words and the tricky parts of words
* Use pattern and analogy to link known words/patterns
* Find words within words
* Make links with other words they know
* Create images in words and/or pictures
* Over-articulate and emphasise how the tricky parts of words are said; say it how it looks.
* Use and create their own mnemonics
* Use prefixes and/or suffixes and understand how they transform word meaning
* Use spellings in a sentence context (e.g homophones)
* Identify their own mis-spelt/tricky words and tryto rewrite them in several different ways – what looks right?
* Consider word meanings and etymology
* Practise letter strings that often go together (linked to handwriting)
* Repeat writing of words to learn (eg rainbow write, trace write, quick-write, look cover write check, eyes closed write)

**Spelling is assessed regularly and used to inform future teaching**. **Assessment of spelling is through:**

* Dictation sentences using cloze procedure (weekly in books Y1-6)
* Word list tests (when additional support or assessment is needed)
* Use of individual whiteboards for quick write-and show activities
* Application and outcomes of specific spelling tasks in lessons
* Application of patterns and rules in independent writing
* Identification of appropriate words to correct/practise from independent writing

**Teachers will:**

* Follow the Programme of Study for phonics (Nursery to Y2)
* Follow the Programme of Study for spelling\* (Y1 to Y6)
* Follow the Transcription lesson plans to teach spelling rules and patterns
* Respond to spelling work in line with the Feedback Policy
* Identify spelling errors which children will practise (in all subjects – as per feedback policy)
* Give appropriate lists of words to learn to be **taken home weekly**
* Model use of and emphasise spelling strategies in shared writing
* Teach the full range of strategies (\*\*see above) for how to learn spellings
* Display spellings and prompts to assist independence in writing
* Plan and use dictation as weekly assessment tool to inform progress and future teaching
* Ensure children who have spelling difficulties are supported
* Teach children how to check own spellings and expect them to do so
* Give time for children to proof read and check for spelling errors
* Teach how to use dictionaries and spell checkers (Y2-6)

**Children will:**

* Appreciate the importance of accuracy in spelling
* Use phonics to segment sounds and syllables and refer to phonics charts
* Take responsibility for checking own spellings as appropriate to age
* Respond to feedback about spelling
* Apply rules and words to learn independently
* Use range of strategies and resources to aid accuracy and independence
* Learn the words given
* Find best ways for themselves to learn and remember spellings

**Related policies and resources:**

* Writing Policy
* Feedback Policy
* Phonics Policy
* Programme of Study for Phonics (Nursery to Year 2)
* Programme of study for Spelling (Year 3 to Year 6)
* Transcription lesson plans (Years 1-6)
* National Curriculum objectives and spelling Appendix 1

*NOTE: \*The programmes of study cover all the statutory National Curriculum content and strategies*



**Spelling Grid**

Rainbow writing:

My spellings to practise:

Pyramid Writing:

Look, say, cover, write, check:

Sound button the word/identify tricky parts:

Draw around the word:

Write the meaning of the word:

Write the word in a sentence: