



LEARNING AND GROWING, SAFE IN GOD'S LOVE.

## **Birchington CE Primary School** **Spelling Policy**

With the introduction of the new Primary Curriculum in 2014, the significance of clear and accurate spelling has become increasingly important. Inability to spell can become an obstacle to writing. At Birchington CE Primary School, we want our children to become confident and competent writers no matter their unique starting point. In order to read and spell effectively the children need:

- to develop a sound phonic base - achieved through the use of 'Read, Write Inc.' and daily teaching of Phonics in Years R to 2
- an understanding of spelling patterns
- an ability to make informed judgements about spelling choices

**Pupils will be taught within the supportive Christian ethos of the school.**

### **Objectives**

- teach a range of strategies for spelling
- actively teach spelling through phonetic, visual and letter strings following the **introduce, revisit, teach, practise, apply, assess** lesson structure
- develop within each pupil an interest in, and attention to, words and their structures including an understanding of the origin of words
- provide ongoing guidance and support for parents

### **Activities**

Children will undertake investigative activities that will enable them to:

- learn to segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading
- spell words accurately by combining the use of grapheme-phoneme correspondence knowledge
- use a range of approaches to learn and spell irregular words
- spell age appropriate High and Medium Frequency Words and Key Vocabulary (see Programme of Study\*) for more detail)

### **Early Years Foundation Stage**


Children will learn to use phonetic knowledge to write simple regular words and make phonetically plausible attempts at more complex words, through engagement in the early phases of the 'Read, Write Inc.' programme.

### **Key Stage 1**

Children continue to engage in systematic, high quality phonic work, through differentiated daily 'Read, Write Inc.' sessions, with ample opportunities for them to use and apply their phonic knowledge and skills throughout the day. Alongside this in Year 2, children take part in daily spelling lessons focussing on words and spelling patterns outlined in the POS\*.

### **Key Stage 2**

Children will continue (where needed) to engage in regular differentiated 'Read, Write Inc.' sessions as appropriate. They progress towards end of Key Stage expectations by way of developing their understanding of an increasingly wide range of spelling strategies through daily engagement with spelling activities, including but not limited to those available on **Spelling Shed**. Opportunities to further develop spelling ability will also be provided via Home Learning, SPAG lessons and Registration activities.

	<b><u>Expected Progression in Phonics to supplement and provide foundation for teaching and learning in Spelling .</u></b>					
	<i>Additional groups will run alongside these groups based on children's assessments</i>					
<b><u>Year Group</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>	<b><u>Term 5</u></b>	<b><u>Term 6</u></b>
Year R	Set 1	Set 1	Set 1 Ditty	Set 1 & 2 Red	Set 2 Green	Set 2 Green
Year 1	Set 2 Green	Set 2 Purple	Set 2 Pink	Set 3 Orange	Set 3 Yellow	Set 3 Yellow
Year 2	Set 3 Blue	Set 3 Grey	Set 3 Grey	Review Set 2 & 3		
Year 3	Daily Read Write Inc. set 2/3 revision and provision groups following scheme. Applying Phonics through spelling curriculum – See spelling POS* for focus. Phonics provision provided where necessary.					
Year 4	Applying Phonics through spelling curriculum – See spelling POS* for focus. Phonics provision provided where necessary.					
Year 5	Applying Phonics through spelling curriculum – See spelling POS* for focus. Phonics provision provided where necessary.					
Year 6	Applying Phonics through spelling curriculum – See spelling POS* for focus. Phonics provision provided where necessary.					

\*<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

### **Assessment**

- ongoing teacher assessment and pupil self-assessment are key to the '**Read, Write Inc.**' sessions and daily spelling activities
- regular '**Read, Write Inc.**' assessments will be carried out at the end of each term by trained staff members to ensure correct differentiation of groups
- accuracy of spelling of Key Vocabulary, High and Medium Frequency Words (as outlined in the POS appendices\*), will be assessed regularly in children's exercise books in line with our Marking Policy
- a weekly spelling focus will be identified in the weekly English plan by each teacher
- weekly plans and Writing Rainbow Checker Sheets will provide a record of progress
- weekly spelling test on words from appropriate Programme of Study\*
- spellings set on '**Spelling Shed**' each week for Years 1 to 6 with teachers beginning to use the tracker available on the site for assessment purposes

### **Review**

This policy will be reviewed as appropriate in response to national or local initiatives, evaluations of monitoring procedures and as detailed in the school plan.

**Reviewed: SC & GB May 2023**  
**Review date: May 2025**