

Willoughby Primary
School
'Learning for Life'



Spelling Policy

The teaching and learning of spelling is an on-going focus throughout all year groups in Willoughby Primary School. Spellings are learnt and practised and various strategies are used to support the learning of high frequency and key words. (See Appendix 1 of the National Curriculum which provides the statutory requirements of spelling work and example words of each pattern being taught for KS1 and word lists (which are statutory) for all of KS2 year groups.

EYFS

- Spelling work in the EYFS has a focus on learning sounds and 'exception words.' Daily systematic teaching of phonics follows the Sounds & Letters programme. ELG 10 Writing states: 'Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.'

KS1

- The Jolly Phonics programme is used, a scheme using actions and pictures for the 42 sounds and diagraphs.
- The National Curriculum (NC) is followed for each year group. This includes the sounds and spellings that should be learnt by the end of each year.

- KS1 are given ten spellings a week, in line with the NC. These will incorporate the new sound and sometimes 'tricky' words. They are encouraged to say the word, then cover, write and check it.
- Year 2 write extended sentences to apply their spellings. Sentences are dictated each week to apply the spelling rules.
- Every four weeks spellings are revised to reinforce learning.
- Various mnemonics are learnt to help spell 'tricky' words.
- Children are encouraged to 'have a go' and sound out a word in their writing, which they are uncertain of spelling.
- Some 'tricky' words are on a word wall in the classroom.
- Children are encouraged to check their work and if a spelling that should be known is consistently incorrectly spelt, they will be asked to write it out three times using look/say/cover/write/check 2 – 3 times as appropriate.
- A weekly worksheet and activities are used to teach sounds and spelling.

Spellings are set for each year group. However, additional lists are made on an individual basis when a child/children are unable to access their year group. They are then given spellings at their level, incorporating words mis-spelt in classwork. Spellings are reviewed and repeated, if necessary, ensuring each child makes progress.

KS2

- We use a variety of strategies for encouraging children to learn spellings:
e.g. look/say/cover/write/check
Mnemonics – said – silly anne is dancing
Syllable – sud/den/ly
Words within spelling – sentence
Deliberately mispronounce – water/knife
Use of phonemes, spelling patterns and linked to teaching handwriting
- We do not correct every spelling error in day-to-day writing, but concentrate on where it is appropriate for each child. (See Marking Policy)
- Year groups 3-6 inclusive are given 10 spellings a week to be learned, which are then tested.
- We use Appendix 1 of the NC to generate words that are to be learnt by each Year group.
- Every three weeks spellings are revised to reinforce learning.
- We also encourage children to use dictionaries, use spell-check on computer and extend their vocabulary and choice of words by using a Thesaurus, in their independent writing.

- Spellings are set for each year group. However, additional lists are made on an individual basis when a child/children are unable to access their year group.

Policy date: Oct 2016

Reviewed: September 2020

Next review date: September 2024