





Chapel Street  
Community Primary School

# Spelling Policy

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<b>Signed by Headteacher</b>	Ella Hughes	
<b>Signed by Chair of Governors</b>	Tim Wheeler	

Document control	
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<b>Published on website</b>	Yes
<b>Main amendments as part of this review / update</b>	<ul style="list-style-type: none"> <li>• Updated with changes to whole school Curriculum.</li> </ul>
<b>Links to statutory guidance</b>	<ul style="list-style-type: none"> <li>• Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five</li> <li>• The National Curriculum in England – Key Stages 1 and 2</li> </ul>
<b>Links to non-statutory guidance</b>	<ul style="list-style-type: none"> <li>• The Key – model policy advice</li> <li>• <a href="https://www.oxford-grove.bolton.sch.uk/information/curriculum/">https://www.oxford-grove.bolton.sch.uk/information/curriculum/</a> Model policy</li> </ul>
<b>Other documents / resources used in the writing of this policy</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Related policies</b>	<ul style="list-style-type: none"> <li>• Teaching and Learning Policy</li> <li>• Feedback and Marking Policy</li> <li>• Assessment Policy</li> <li>• SEND policy</li> </ul>



### Vision & Missions statement

Making a difference and achieving excellence for every child.

### School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

## Intent and Aims

At Chapel Street Community Primary School, spelling is taught in the following way:

- From Reception to Year 1 we teach spelling through our phonics programme, Little Wandle (please see our phonics policy for further information).
- From Year 2 to Year 6, we build on the children's understanding of phonics using the Scode scheme of work for spelling.

The National Curriculum (2013) states; 'The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology'.

It is widely accepted that English is a complicated language to learn, especially when it comes to writing. In short, the English alphabet is made up of 26 letters, these combine to make the 44 sounds or phonemes we speak. However, when it comes to the writing/spelling of these sounds there are over 150 combinations or graphemes.

By the end of Key Stage 2 we aim for a child to be able to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct spellings.
- To understand the history of the English language and why it is so complex.
- Have an interest in words and their meanings, through etymology and morphology, developing a growing vocabulary in spoken and written forms.
- Apply their knowledge of the national curriculum content and spell the curriculum words correctly when writing across the curriculum.
- Have a sound understanding of the Advanced Phonic Code and use it to spell unfamiliar words. At first glance the advanced code may seem complex for children but once they understand the structure and the fact that the advanced code is simply other ways of writing the sounds we speak, they can be empowered by the logic of this system.
- Examining sounds and codes in a logical manner helps children's brains make sense of complex information.

## Implementation

Within our Scode spelling lessons we employ various strategies to develop children's confidence and skills as spellers:

- Providing four-weekly sessions for pupils in Year 2, 3 & 4 and three-weekly in Year 5 & 6.
- Explicitly teaching the spelling content and curriculum words sorted by sound and code in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6).
- Planning meaningful, engaging, humorous and, where possible, real life purposes and audiences for writing within the classroom.
- Planning spelling activities into creative teaching sequences which engage and inspire pupils.
- Providing pupils with opportunities to evaluate their thinking and writing independently and with their peers and teachers.
- Planning purposes for writing which require pupils to write in a wide variety of forms.
- Throughout the spelling process, children are encouraged to orally rehearse and smash down words. This means giving children the opportunity to practise before they write by clapping out the syllables, saying the word out loud before they commit it to paper in their book.
- Providing opportunities for pupils to apply learnt spellings and spelling patterns in context into their writing.
- Supporting pupils through the editing process to check and refine their spellings.

- For children to have an understanding that accents and dialects will need to be taken into account and they see the connection between spoken and written language.

## Planning

A Scode Teachers' Guide is provided for each year group. This provides an explanation of the various aspects of the scheme. A long-term overview and individual lesson plans linked to National Curriculum requirements are provided for each teacher. Also included are answers to games and activities, baseline and end of unit spelling tests as well as a teaching script. Our planning ensures that there is a clear focus on outcomes, with appropriate and achievable learning objectives for all pupils. Furthermore, planning addresses the needs of pupils working below or above age-related expectations with teaching differentiated by task where appropriate. Planning demonstrates continuity and progression in pupils' learning across all the schemes. We teach the basic code through to the Advanced code each time as new sound is introduced which allows to plug the gaps and revisit prior learning before teaching new content.

## Homework

*The Education Endowment Foundation* study on parental engagement found that parents play a pivotal role in supporting their children's learning, high levels of parental engagement are associated with better academic outcomes. Evidence from the *EEF* study suggests that effective parental engagement can lead to learning gains of +3 months, over the course of a year.

All children from Year 1 onwards have access to Doodle Spelling where they can practice, rehearse and apply spelling patterns. These support pupils in working at the appropriate spelling level and in making progress towards and beyond age related expectations. Use of Doodle is monitored and celebrated by teachers and pupils have opportunities to practise in class and in intervention groups.

## Assessment/impact

Built into the scheme are baseline and end of unit spelling tests. The pupils complete these on paper and record their score in the front of their Scode workbook. The baseline and end of unit tests follow the same order in terms of the sound and code being assessed. For example, baseline /ul/ spelling test question 1 is *possible*, the end of unit test question 1 is *bicycle*. The same code is being assessed but in a different word. Therefore, teachers can clearly see whether children have made progress with that particular code. Scode also includes all of the curriculum words for each unit so teachers can test the curriculum words only, **or** test the curriculum plus codes and some curriculum words depending on the ability of the child or the needs of the class.

Whilst spelling quizzes are an important way of monitoring progress assessment can take many different forms and we have included in the scheme different ways for children to demonstrate their learning. The workbooks and tasks include paired activities and peer assessment. Assessment has been distributed across time and activity. It is often hidden from children but designed in a way that you can quickly and easily assess if progress is being made. Class teachers provide feedback to the children in line with the school's feedback and marking policy. Towards the end of each unit are 'Have you cracked the code?' activities. In these children need to apply and demonstrate what they have learnt in the unit. Teachers can use these as assessments alongside the spelling quizzes in class.

## Future Development

From January 2024, pupils will be provided with word lists to support their knowledge and application of spelling rules. Research suggests that spelling lists rarely have an impact on long-term spelling success. This is due to the fact that they test memory not genuine spelling ability. Pupils will be provided with word lists arranged by sound and code; etymological derivations; and 'tricky' words, depending on their age and ability. These will be given once pupils have explored the words, sounds and codes in lessons, therefore giving the list context and meaning and to support spelling rules becoming part of a child's 'sticky' knowledge, as well as providing a strong foundation to more advanced spelling rules.