

Aycliffe Community Primary School



Spelling Policy

Signed:

Date: January 2025

Chair of Governors

Next Review Date: January 2026

As a Rights Respecting School, we teach our children that they have rights under the United Nations Convention on the Rights of the Child (UNCRC).

Article 28: All children have a right to an education and should be encouraged to reach the highest level of education of which they are capable.

We believe that a positive, collaborative and pupil-led approach to spelling will encourage and motivate children to engage in a learning journey that involves exploring words and vocabulary, enabling them to recognise both how integral accurate spelling is to the writing process, and their achievements in spelling. By teaching pupils to use specific strategies for spelling words, we equip children with independence and the ability to investigate and overcome spelling problems, view spelling errors as diagnostic, and become more confident writers.

The National Curriculum describes two distinct dimensions within the programme of study for writing: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is essential that pupils' competence in both areas is developed. Higher level skills required for effective composition can be challenged when writers must think too hard about how to spell. Successful writing depends on the automatic deployment of spelling so that the writer is able to focus on the generation of ideas, effective word selection and the needs of the audience, and how these elements can be organised in the process of writing.

Aims:

To help our pupils develop as confident and successful spellers we:

- Teach spelling systematically throughout the school.
- Teach active, collaborative and pupil-led approaches to learning strategies and rules which support accurate spelling and which encourage children to be independent learners and problem-solvers, and to accept responsibility for their own learning.
- Develop positive attitudes to spelling as pupils engage in challenging and motivational tasks.
- Teach phonological awareness, word recognition, graphic knowledge and spelling knowledge.
- Encourage children to be creative and use ambitious vocabulary in their writing.
- Provide a stimulating, high quality learning environment to support the effective use of strategies for spelling, as well as the development of a rich bank of vocabulary to spell accurately in writing.

EYFS

Daily, children in the Early Years Foundation Stage are taught to read and spell through phonics (grapheme – phoneme correspondences-GPCs), following the 'Reading Planet Rocket Phonics' programme which focuses on phonics for reading, spelling and writing. Children are taught the sounds that letters make and how to segment and blend them together to read and spell words. There is a systematic and multi-sensory approach to teaching this system of relationships between letters and sounds. Alongside the teaching of phonics is the teaching of words which are not phonetically regular (often referred to as 'tricky words' and 'high frequency words'). Children are taught to recognise these on sight, as well as which part of the word is the 'tricky' part – the part that is not decodable. Children are encouraged to see themselves as writers from an early stage and to 'have a go' at writing, using the sounds they can hear in a word. This enables children to practise and apply blending and segmenting skills at letter-sound, word and sentence levels.

Children in the Foundation Stage are also taught to spell through direct teaching sessions; the teaching of phonics feeds directly into the teaching of writing where the teacher models

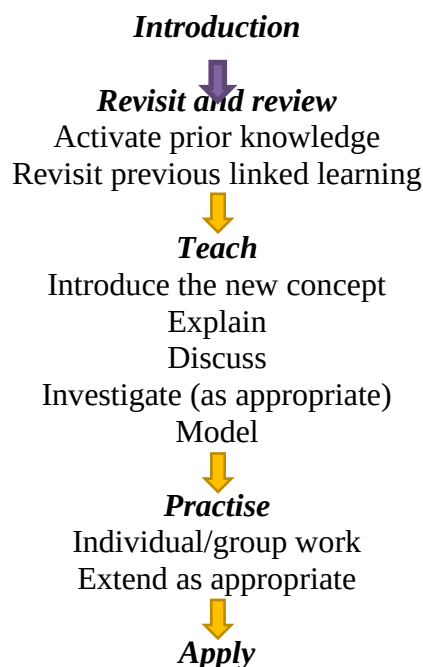
spelling strategies and the application of spelling in writing; children are then able to practise and apply their growing knowledge of word recognition in order to spell a range of words with single letter sounds and digraphs, extending to multi-syllabic words. The environment is rich in print, including a writing area which provides children with prompts and the opportunity to see themselves as writers, practising their growing knowledge and skills independently.

Year 1

‘Reading Planet Rocket Phonics’ continues throughout Year 1. Children build on their work in the Early Years Foundation Stage, learning new GPCs and revising and consolidating those learnt earlier. Children’s understanding that letters on the page represent the phonemes in spoken words continues to underpin spelling. Pupils learn that there is more than one way of spelling particular phonemes and must select the right graphemes in order to spell new words. It is expected that pupils will have reached the end of the Rocket Phonics scheme by the end of year 1. Rules and guidance, as outlined in the National Curriculum, also support this process. In addition, children learn how to spell a number of sight words, high frequency words and common exception words as listed in Rocket Phonics and The National Curriculum, to enable them to write fluently.

A sequential approach to the teaching of spelling enables children to build their skills in identifying a letter pattern discreetly, then within a word and finally, within a sentence. They then practise and apply this learning, working with a learning partner, within small groups and independently. The children have one in-depth session each day. Teacher’s modelling during the writing process plays an important part in enabling pupils to apply their spelling in writing, as does ‘catching in the moment’ (immediate feedback or further teaching at the point of writing in order to address barriers).

A sequential approach follows this structure:



Year 2

Children in year 2 begin the year by consolidating their knowledge of GPCs using Rocket Phonics Next Steps. They begin to learn more about the structure of words, as well as continuing to build on knowledge of a wider range of spelling patterns and rules. Rocket

Phonics Next Steps focuses on phonics for spelling and writing. Spelling continues to involve segmenting spoken words into phonemes, choosing the correct grapheme from several possibilities and then representing all the phonemes by graphemes in the right order to spell the word. Pupils apply this approach for monosyllabic and polysyllabic words.

By the end of Key Stage One, children should be able to spell: an increasing number of words containing common spelling patterns; words containing common prefixes and suffixes; a wider range of common exception words for year 2, as outlined in the National Curriculum; some contracted forms and words using the possessive apostrophe. Once again, children are supported in applying their spelling during independent writing through modelled and shared writing, and ‘catching in the moment’. Children who did not meet the required standard in the phonics check in Year 1 will receive additional phonics provision/targeted intervention.

Key Stage Two

Throughout Key Stage Two, pupils are taught the spelling rules as outlined in The National Curriculum, through CUSP Spelling Curriculum. The CUSP Spelling curriculum is organised into blocks, with each block covering a particular set of key concepts, including spelling patterns, etymology and morphology and reasoning about spelling. The sequence of a block follows a routine pattern to ensure that both teachers and pupils can become familiar with the rhythm of a unit. This includes direct instruction of key concepts, revisiting of prior knowledge, explicit teaching of reasoning and spelling transfer (the application of spelling knowledge into writing) and a deliberate focus on etymology and morphology. The study of etymology and morphology, a focus on common misconceptions, learning about self-correction and reasoning about spelling attempts, ensures that pupils become competent spellers and that they develop the independence to identify and correct errors in their independent writing.

Sequence	Session 1	Session 2	Session 3 (within writing)	Home learning
Week 1	Teach new concept	Apply new concept	Reasoning and Spelling transfer	Essential word category study
Week 2	Etymology focus	Revisit previous concept	Correction Spelling transfer	Reasoning and correction exercise

Year 3 Overview

Block 1 Concept: Common exception words KS1 revisited Etymology: dec	Block 2 Concept: Adding -es to nouns and verbs ending in y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Y2 revisited Etymology: tele	Block 3 Concept: Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter Y2 revisited Etymology: photo	Block 4 Concept: Homophones and nearhomophones Y2 revisited Etymology: de
Block 5 Concept: The suffixes -ment, -ness, -ful, -less and -ly Y2 revisited Etymology: uni	Block 6 Concept: Contractions Y2 revisited Etymology: kilo	Block 7 Concept: Rare GPCs Y2 revisited Etymology: mill(e)	Block 8 Concept: Words ending in -tion Y2 revisited Etymology: fract
Block 9 Concept: Y3/4 statutory word list Etymology: peri	Block 10 Concept: Adding suffixes beginning with vowel letters to words of more than one syllable Etymology: graph	Block 11 Concept: The /z/ sound spelt y elsewhere than at the end of words Etymology: scrib	Block 12 Concept: Homophones Etymology: aqua
Block 13 Concept: Prefixes -un- (revisited), dis-, mis-, in-, il-, im-, ir- Etymology: mech	Block 14 Concept: The suffix -ation Etymology: para	Block 15 Concept: The suffix -ly Etymology: dict	Block 16 Concept: The /ʌ/ sound spelt ou Etymology: phon(o)

Year 4 Overview

Block 1 Concept: Homophones revisited Etymology: div	Block 2 Concept: The suffix -ly revisited Etymology: mono	Block 3 Concept: Statutory word list Etymology: poly	Block 4 Concept: Prefixes -dis-, mis-, in-, il-, im-, ir- revisited re-, sub-, inter-, super-, anti-, auto- Etymology: pro
Block 5 Concept: Adding suffixes revisited Etymology: sign	Block 6 Concept: Statutory word list Etymology: nym	Block 7 Concept: Words with endings sounding like /ʒə/ or /tʃə/ Etymology: circ(um)	Block 8 Concept: Words with endings sounding like /ʒən/ Etymology: arch
Block 9 Concept: Homophones Etymology: struct	Block 10 Concept: Words with endings sounding like /ʃən/, spelt -tion, -sion, -ssion, -cian Etymology: port	Block 11 Concept: The suffix -ous Etymology: vert	Block 12 Concept: Statutory word list Etymology: lat
Block 13 Concept: Words with the /k/ sound spelt ch Words with the /j/ sound spelt ch Etymology: aero	Block 14 Concept: Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que Etymology: hydr	Block 15 Concept: Words with the /s/ sound spelt sc Etymology: aud	Block 16 Concept: Words with the /eɪ/ sound spelt ei, eigh, or ey Etymology: ex

Year 5 Overview

Block 1 Concept: Y3/4 statutory word list revisited Etymology: co / con / com	Block 2 Concept: Prefixes revisited Etymology: min	Block 3 Concept: Suffixes revisited Etymology: sect	Block 4 Concept: Homophones revisited Etymology: var
Block 5 Concept: Words with endings sounding like /ʃən/, spelt -tion, -sion, -ssion, -cian revisited Etymology: mari(ne)	Block 6 Concept: Words with endings sounding like /ʒə/ or /tʃə/ or /ʒən/ revisited Etymology: tract	Block 7 Concept: Statutory word list Etymology: micro	Block 8 Concept: Words with endings sounding like /ʃəl/ spelt -cial or -tial Etymology: ject
Block 9 Concept: Endings which sound like /ʃəs/ spelt -cious or -tious Etymology: vac	Block 10 Concept: Statutory word list Etymology: ambi / amphi	Block 11 Concept: Homophones Etymology: vis / vid	Block 12 Concept: Words ending in -ant, -ance /-ancy, -ent, -ence /-ency Etymology: sol (alone)
Block 13 Concept: Statutory word list Etymology: sol / lun	Block 14 Concept: Homophones Etymology: form	Block 15 Concept: Words ending in -able and -ible Words ending in -ably and -ibly Etymology: term	Block 16 Concept: Homophones Etymology: solv / solu

Year 6 Overview

Block 1 Concept: Homophones revisited Etymology: bio	Block 2 Concept: Prefixes and suffixes revisited Etymology: scend	Block 3 Concept: Statutory word list Etymology: quin	Block 4 Concept: Endings which sound like /ʃəs/ spelt -cious or -tious and /ʃəl/ spelt -cial or -tial revisited Etymology: hept / sept
Block 5 Concept: Words ending in -ant, -ance /-ancy, -ent, -ence /-ency revisited Etymology: cred	Block 6 Concept: Words ending in -able and -ible Words ending in -ably and -ibly revisited Etymology: grad	Block 7 Concept: Statutory word list revisited Etymology: spec	Block 8 Concept: Words with the /i:/ sound spelt ei after c Etymology: contra
Block 9 Concept: Homophones revisited Etymology: hem / haem	Block 10 Concept: Adding suffixes beginning with vowel letters to words ending in -fer Etymology: ann(us)	Block 11 Concept: Words containing the letter -string ough Etymology: iso	Block 12 Concept: Words with 'silent' letters Etymology: cav
Block 13 Concept: Statutory word list revisited Etymology: dur	Block 14 Concept: Flexible content Etymology:	Block 15 Concept: Flexible content Etymology:	Block 16 Concept: Flexible content Etymology:

It is recognised that some pupils will need to consolidate the phonic knowledge and skills from Key Stage 1; high quality, structured phonic interventions aim to ensure that barriers and misconceptions are addressed so that those children quickly catch up with their peers. High quality lessons to teach spelling takes place for approximately twenty minutes, two or three times a week from year 3. As in Key Stage One, children are taught to transfer their skills into writing across the curriculum. Teaching approaches such as modelled and shared writing, peer collaboration and ‘catching in the moment’ maximises pupils’ success in application.

Editing and correcting spellings

Throughout Key Stage One and Key Stage Two, pupils gradually assume increased responsibility for checking their work to identify and correct their own spelling errors. There is a structured and systematic approach to equipping pupils with the skills required to correct spellings independently. The way in which the teacher supports pupils on this journey will depend on their age and ability.

1. The teacher highlights spelling errors within the pupil's work and prompts the pupil to use a resource such as the *environment*, a *learning partner*, *wordbanks* or a *dictionary* to correct the spelling errors
2. The teacher writes ‘sp’ in the margin along the *line* in which the spelling error has occurred and underlines the incorrect word. The child must use a resource of his/her choice to correct the spelling error
3. The teacher writes ‘sp’ in the margin along the *line* in which the spelling error has occurred and the child must use a resource of his/her choice to correct the spelling error
4. The teacher makes a general comment at the end of a *paragraph* of work, indicating that the child should edit and improve work, and correct any spelling and grammar errors alongside that process. It is expected that most children will be able to correct in this way by term 2 in year 6 so that work can be considered as independent and used to moderate the level at which a child is working.

Optional Strategies for teachers to use, as appropriate.

Spelling envelopes

Alongside the explicit teaching of spelling rules, we have adopted the approach of ‘spelling envelopes’ as a strategy to teach high frequency and statutory words. This is a systematic approach which begins in year 2. It is supported by assessment and enables children to practice spelling words at a level appropriate to them. The approach is motivating for children because they work collaboratively and through demonstrating accuracy they recognise their success, moving forward at an appropriate pace. Clued Spelling sessions are implemented every day for ten minutes. Children benefit from immediate feedback and new learning is secured through repetition. Children understand that they need to remember how words are spelt and that they need to apply their spelling skills and knowledge of spelling rules whenever they are writing.

Spelling Envelope Process:

1. **Say** the word - make sure you know what it means!
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2. **Write** the word with your chosen clue on the front of the card (clues may include: Split it up – tem/per/at/ure. in/ter/est; Link it to another word –e.g. I heard with my ear or strum the instrument; say letters which are normally silent or pronounced in a different way (spelling voice), ie: scissors/ ma-chine
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3. **Say the clue** out loud – then study the word again and say it (you could use your spelling voice). Try ‘seeing’ the word in your mind with your eyes closed.



4. **Swap words** with your partner and **write** the word whilst your learning partner reads you the clue.



5. **Speed Test!** Write the word as fast as you can when your learning partner tells you the word **WITHOUT** the clue (you can still say the clue in your head)!



6. Place a tick at the top of the word card if your spelling is correct. After 3 ticks, you can place the word in the ‘*Words I know*’ section of your envelope. The teacher will test you on the words I know before you put them in the bin!

Collaborative Spelling Test

In line with our active and problem-solving approach to teaching children strategies for accurate spelling, the children engage in a collaborative test after exploring and investigating a bank of words. Rather than taking a traditional weekly test which involves rote memorisation, pupils work collaboratively to spell a selection of words, an activity which continues to involve thinking, examining and discussing word structure.

Collaborative Spelling Test Process

Pairs

The teacher reads 8/10 words and pupils work in pairs with a learning partner to write them down.



Snowballing

Pairs then group with another pair to make a group of four and examine and discuss their spelling choices for the word list.



Envoying

The group then select one person to visit another group with the purpose of finding out others have spelt a particularly challenging word.



Envoys return & discussion

The pupil then returns to the home group to discuss any tips information that he/she has found out. Groups make final decisions any necessary alterations are made.



Mark own attempts

Original pairs then mark their final spelling choices. The class reflect and assess their attempts, discussing ways to overcome any difficulties such as using: spelling voice, word webs, mnemonics, hidden words within words etc.

Children with Additional Educational Needs

Children with AEN work on differentiated spellings within KS2. In KS1, some children will benefit from phonics intervention which is in addition to the whole class phonics learning and consists of regular short bursts with multisensory activities. A very small number of children with AEN may need to continue with phonics learning/ high frequency word recognition in KS2. Those children who still experience difficulties in reading, receive planned interventions which are mapped onto a provision plan with specific targets. These include the use of Reading Planet Rocket Phonics books which are decodable and combine lower reading levels with age-related interest levels, enabling pupils who still have gaps in their phonic knowledge, to continue to strengthen their skills.