Spelling Policy

School Context

Crossgates is a one and half form entry school, consisting of 3 main phases. Phase one consists of Reception and year 1, phase two includes year 2 and year 3 and our third phase is year 4, 5 and 6. Our pupil premium is below average and we have a very small percentage of EAL children.

We have high expectations in writing and believe that good spelling underpins a child's enjoyment, confidence and accuracy in writing. When a child lacks confidence and fluency in spelling it can form a barrier when writing across the curriculum. It can also impact on self-confidence and can limit outcomes in writing at the end of KS2. Spelling is an essential skill which allows children to clearly communicate their understanding in writing.

Intent

At Crossgates, we believe that all our children can become fluent, confident and competent spellers. We encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order to achieve these aims, it is essential that our pupils develop the knowledge and skills required to spell accurately. We want our pupils to be equipped with both the understanding and a range of strategies for learning spelling, and to be able to apply these strategies effectively when spelling words in their writing.

To ensure this happens, we use the Ready Steady Spell resource. This is a systematic spelling programme that covers all National Curriculum objectives in a cyclical and structured way.

The progression document systematically develops children's understanding of morphological and phonological spelling knowledge and rules, as appropriate to their stage of learning. It builds on prior knowledge in an incremental and structured manner as pupils move through the school. Children are also taught a range of engaging and interactive strategies to support the recall of spellings and to help embed them into their long-term working memory.

We have a skilled English Lead in our school who is responsible for Ready Steady Spell, monitoring and supporting the practice and ensuring the high-quality teaching of the programme.

Implementation

Year 2

Daily Lessons

- Spelling is taught daily, for 20 mins. We begin this the first week of term.
- The programme includes a review session every Friday, alongside ongoing formative assessment and dedicated assessment weeks, enabling us to monitor the progress our children are making and identify any additional teaching needed to support their early success.
- The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover CEW's, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.

- We follow the Ready Steady Spell progression document through Year 2 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- We have a weekly spelling test. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and CEW's for the week. Children will not be asked to spell words they have not previously been taught and exposed to.
- We send home parent sheets weekly which provide the words for the spelling tests and the strategies that have been suggested to support their learning. These will be discussed, explained and shared with parents so that home school links can be developed and so that parents are clear on the best ways to support their child(ren) in embedding spellings.

Years 3 -6

Lessons

- Spelling is taught 3 times per week. This begins in the first week of the Autumn term.
- The programme includes a review session every Friday, alongside ongoing formative assessment and dedicated assessment weeks, enabling us to monitor the progress our children are making and identify any additional teaching needed to support their early success.
- The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover Statutory Word List words, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.
- In summer 2 for Year 4, and Spring 1 and 2 and Summer 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of KS2 content domains.
- In Year 6 Summer 2 term Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc.
- We follow the Ready Steady Spell progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- We have a weekly spelling test at the end of each week. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and Statutory Word List Words for the week. Children will not be asked to spell words they have not previously been taught and exposed to
- We send home weekly spellings that include the words for the spelling test and suggested strategies to support learning. These strategies are explained and practised in school, then shared to strengthen home-school links and ensure parents/ carers are clear on how best to support their child in embedding spellings.

Ready Steady Spell: Go

- Any child who is identified as requiring additional support will receive immediate intervention through the Ready Steady Spell: Go sessions. These are in addition to their Ready Steady Spell lesson.

- The sessions are 15 mins long.
- The sessions use the same procedures, resources and materials as Ready Steady Spell but with more repetition and scaffolding with a fully trained adult.
- Children with common and specific difficulties are taught in small groups/1:1 using the Ready Steady Spell: Go materials.

Why is spelling important?

"…. learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they're confident spellers, they're also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell." *James Clements (Oxford Education)*

EEF Improving Literacy in KS1

Recommendation 6

- *Spelling should be explicitly taught.*

EEF Improving Literacy in KS2

Recommendation 5

- *Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.*

Impact

Assessment

Formative

- Daily formative assessment is built into the Ready Steady Spell teaching sequence, and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the Ready Steady Spell: Go sessions.
- The weekly Friday session allows opportunities to review and identify gaps in learning that will then be addressed in the Ready Steady Spell: Go additional sessions.
- Ongoing observations of children during the spelling lesson to inform gaps in learning and broader application of skills and knowledge across the curriculum.

Summative

- Regular five or six weekly assessments take place as identified in the Ready Steady Spell progression document. These weeks will be used to assess progress and identify children who need further group/individual support.
- The assessments will be shared with the English Lead/Assessment Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%.