



Huxley C.E. & Utkinton St. Paul's C.E. Primary School

KS2 Spelling Policy



Utkinton St Paul's
C of E Primary School

"Developing confident children
through creativity and choice
within a Christian community"

"Enabling every child to fulfil
his/her potential in a nurturing
Christian environment"

Introduction

At Huxley C.E. Primary and Utkinton St. Paul's C.E. Primary Schools, we aim for all children to be fluent readers and confident spellers by the end of Key Stage 2 and to be equipped with a range of strategies to support their independent reading and writing. We are also aiming to promote independence and a life-long love of reading and writing. A consistent and progressive approach to the teaching of phonics from entry to EYFS to the end of Year 2 which, in turn, develops into a systematic approach towards the teaching of spelling strategies, rules and conventions in Key Stage 2 as well as focussing on skills of sentence composition, structure and word choice, helps in working towards these aims.

Aims

- Ensure that all children in KS2 have access to 25-30 minutes of high quality Spellings sessions each day;
- Use a combination of interactive, visual, aural and kinaesthetic activities that meet the needs of all learners;
- Provide opportunities to teach, practise and apply skills in meaningful contexts and when practising their handwriting;
- Ensure that children are familiar with the correct technical vocabulary and that they are encouraged to explore the meaning of new words and the principles underpinning word construction;
- Ensure that children have access to high quality texts, including dictionaries and thesauruses, which will develop their spelling knowledge and independence;
- Ensure that children are able to read and write the words on the year group lists in the National Curriculum;
- Encourage children to apply their spelling knowledge across all curriculum areas.

Planning and Delivery of Spelling

Spelling is taught discretely for 25/30 minutes each day in addition to English lesson and reading sessions. Cursive handwriting must be an integral part of these sessions.

Children are taught in ability groups and these groupings are reviewed regularly so that children are accessing the most appropriate spelling teaching.

The teaching of spelling is based upon the National Curriculum year group spelling lists, DfE's 'Support for Spelling' and needs of the group as identified by the Class Teacher. The Rising Stars SPAG tests should be administered each half term and a gaps analysis produced in order to inform planning – it will be necessary for Class Teachers to share this information with each other, depending on the spelling grouping.

Year 3 teachers need to review the learning of Phase 6 from 'Letters and Sounds' to ensure that children are secure with the content of this before moving into KS2 content. It may be appropriate to speak to the Infant Teacher to see if these children can access learning through their groups.

Staff should use the school format for weekly planning to ensure all practitioners are using the four-stage structure for each lesson:

1. **Revisit and Review** - 5 minutes to recap sounds and previous learning;
2. **Teach** – approximately 5-7 minutes to teach the new content in an interactive and kinaesthetic way;
3. **Practise** – approximately 5-7 minutes where children take part in activities to practise what has been taught;
4. **Apply** – 5 minutes for children to apply their new learning to the reading and/or writing of sentences.

Practitioners must ensure that they use Standard English/correct pronunciation and encourage children to articulate words and sound appropriately and use the correct terminology relating to spelling.

Where appropriate word lists should be taught in memorable ways such as through the use of mnemonics and word association.

Visuals should be used to support the teaching of new spelling rules and words and a range of resources, including ICT, should be used to make lessons interactive and multi-sensory in order to meet the needs of all learners. Where possible, rules/strategies and words should be referred to throughout the curriculum and children encouraged to apply their learning/strategies. Ideally, these rules/strategies and any associated word lists should be left on display in the classroom and referred to in other curriculum lessons.

Every class should have a selection of age-appropriate dictionaries and thesauruses that are easily accessible and seen as part of daily practice.

When marking children's work, practitioners should ensure they highlight in orange any spellings with which children should be familiar and encourage them to self-correct these by using a dictionary if necessary. If there are any commonly misspelt words or children require a reminder about spelling rules, these should be planned into the weekly spellings sessions.

Homework

Weekly spelling tests should be used from Year 3 upwards. These should be based on the National Curriculum word lists for each year group and the associated spelling rules/strategies. Teachers should issue these word lists to parents in the form of a termly/half-termly letter outlining which words children are expected to learn each week. This can be sent home at the start of each term/half-term and should also be put on the Class page of the school website (see Appendix 1).

Inclusion

Whilst we aim to make spellings sessions accessible to all learners, we recognise that for some children, e.g. those with Dyslexia or speech and language difficulties, lessons will need tailoring to meet individual needs. Advice on how best to do this will be provided by the SENCO (Vickie Hulley at Huxley and Cath Cockburn at Utkinton) or sought from professionals.

Assessment

Class Teachers should administer the Single Word Spelling Test (SWST) to each year group once a year in the Autumn Term. The results should be recorded on the class results grid (see Appendix 2) and sent to the SLT and SENDCO.

By the end of Year 4, children should be able accurately to spell the majority (85%) of the words on the Year 3/4 word list and be familiar with any associated spelling rules/strategies. The Y3/4 Class Teacher is responsible for assessing and recording children's progress towards this and for passing information on to the next teacher when a child leaves his/her class.

The Rising Stars SPAG test should be administered at the start of each half term with the results tracked onto the appropriate spreadsheet. These should be sent to the SLT for analysis but must also be used to form the basis of a gaps analysis for informing planning.

Suitable SPAG revision sessions must be arranged for children who will be accessing the SATs in Years 2 and 6. Appropriate homework developing on from these sessions should be set and children's progress reviewed on a regular basis. The KS1 and KS2 SATs Sample Papers should be at the start of the Spring Term to assess what children know and to inform planning and interventions.

Monitoring

Class Teachers are required to submit their Rising Stars spreadsheets to the SLT for analysis on a termly basis.

Classroom observations and planning scrutinies will be carried out at regular intervals and the findings of these along with the results of any testing or data analysis will be shared with the SLT a minimum of once per term. This will then feed into reports to the governing body.

This policy was written in consultation with staff and governors in February 2016.

Headteacher Wendy Plewman

Governor (Huxley) [Signature]

Governor (Utkinton) [Signature]

Date 22.03.2016

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