

Condover CE Primary School

Spelling Policy

AIMS:

- To establish consistent practice, progression and continuity in the teaching and learning of spelling throughout the school.
- To differentiate spelling and phonics work according to the needs of pupils, so that all pupils are given sufficient challenge and are able to make continual progress
- To give children word work strategies that will enable them to become fluent readers and confident writers.

These aims will be delivered by:

- Spelling patterns and word work taught explicitly, frequently and regularly. 5x20 mins each week.
- Careful differentiation for all ability groups, addressing the gaps so that children do not continue to miss spell particular words.
- Regular assessment of pupils understanding and ability in spelling to ensure carefully matched planning which leads to progress

The teaching will take place as set out in the National Curriculum

Spelling in the English programmes of study

Year 1 pupils

On pages 12-13 of the DfE's English programmes of study there is a table of statutory requirements for year 1 pupils. It says that in addition to words containing the phonemes they have already been taught, pupils should learn to spell "common exception words".

Guidance on the statutory requirements explains that grapheme-phoneme correspondences underpinning spelling are more variable than in reading, and so pupils should do "much more word-specific rehearsal for spelling than for reading".

It adds that misspellings of words should be used to teach pupils about alternative ways of representing sounds, unless pupils have been specifically taught to spell the word in question.

Year 2 pupils

On page 16 of the document, it says that year 2 pupils should be learning that "there is not always an obvious connection between the way a word is said and the way it is spelt".

Teaching should cover:

- Different ways of spelling the same sound
- Silent letters
- Groups of letters
- Spelling that has become separated from the way words are now pronounced, for example the 'le' ending in 'table'

It adds that "pupils move towards more word-specific knowledge of spelling, including homophones". However, it continues to advise that misspellings are left uncorrected, unless they are words that pupils have been specifically taught.

Lower KS2 pupils (years 3 and 4)

Page 27 of the document says that lower KS2 pupils should, for example:

- Use prefixes and suffixes and understand how to add them
- Spell homophones
- Spell words that are often misspelt

Upper KS2 pupils (years 5 and 6)

Page 37 says that upper KS2 pupils should, for example, be taught to:

- Spell some words with 'silent' letters, for example knight, psalm and solemn
- Continue to distinguish between homophones, and between other words that are often confused
- Use knowledge of morphology and etymology in spelling, and understand that the spelling of some words needs to be learnt specifically