



Spellings Policy

Rationale

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our expectations are outlined in the yearly scheme of work. Each document details the expectations for the teaching of grammar and the terminology (from the NC glossary) which must be used by each year group. It offers a guide for identifying the key objectives and skills which must be taught each year. Grammar is taught as part of the English lesson and '6 in 6' is used to reinforce and repeat previous learning. Grammar skills are also embedded within Literacy lessons where appropriate.

Intentions

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words. As a school, we follow the spelling patterns set out in the National Curriculum.

In Year 3 daily phonics sessions are taught by the teachers and teaching assistants, Children are taught in accordance to their level of ability.

Teaching and Learning

- Throughout school, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games.
- Every child has a spelling test at the end of each week. Years 3/4 - 10 words, Year 5- 12 words and Year 6 - 15 words.
- Spellings are sent home via Parentmail/SeeSaw
- Test results are recorded in the children's' reading journal
- Key word banks, high frequency words, dictionaries and word pattern visuals scaffold children as necessary.
- Where additional spelling support is needed, children work in small groups with an adult to reinforce spelling patterns, alongside their whole-class word lists or phonetic needs.

Key Skills

See National Curriculum: English - Appendix I

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_I_-_Spelling.pdf

Assessment

- Weekly spelling tests
- Termly NFER tests - Standardised score given

Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

Children will respond to feedback in pink pen.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum

for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Resources

Learning resources are kept in the resource and phonics rooms. All teachers are responsible for the maintenance and organisation of these areas, though the co-ordinator will do a general stock check annually.

Whole class texts are borrowed from Sheffield Library Services each term. It is the responsibility of the English coordinator to communicate requests to the library service, class teachers are responsible for all texts and resources borrowed and stored in their classrooms.

Roles and Responsibilities

The teaching of English is the responsibility of all teachers within the school. The head teacher and English lead has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of English throughout the school.

The English co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Role of the English co-ordinator

- Continue to evaluate the national and local impact of the National Curriculum for English and spelling to disseminate and further evolve best practice;
- Prepare, organise and lead INSET, with the support of the head teacher;

- Work co-operatively with the SENDCO;
- Observe colleagues with a view to identifying the support they need;
- Teach demonstration lessons;
- Attend external CPD meetings, as deemed appropriate;
- Present the policy to staff and governors;
- Discuss, with the head teacher and all staff, the progress of implementing this policy.

Role of the English governor

- To visit the school to talk with the teachers and observe some of the daily spelling/ phonics sessions;
- To report back to the curriculum committee;
- To be part of book/seesaw trawls;
- To attend any relevant INSET or training.

Role of the head teacher

- Lead, manage and monitor the implementation of the policy, to include monitoring the quality of teaching in the classrooms together with the coordinator;
- With the English governor, keep the governing body informed about progress;
- Ensure that spelling and phonics remain a high priority in the school's development work;
- Deploy support staff to maximise support of the policy.

Role of the teachers

- To have passion and dedication that will impact each one of your students;
- To ensure that your pupils have the knowledge and skills that will help them not only succeed in the classroom, but also be empowered by reading to become productive citizens of our democratic society;

- To accurately and creatively plan, teach and assess an exciting curriculum;
- To enable children to become confident readers through their ability to decode written text.

Role of the TAs

- Enable children to access the curriculum with support;
- Work with individuals and small groups using suitable resources and pictures;
- Leading learning with fun activities;
- Support pupils with additional needs including SEN and G&T

Review

This policy and the associated science curriculum will be reviewed by the co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of English, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.