



Broomhaugh Church of England First School

SPELLING POLICY

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

Suzanne Hart
English Lead

Phonics and Spelling is an integral part of children's reading and writing development. As children develop spelling competency, their confidence and independence in writing will increase.

The Aims of Spelling at Broomhaugh First School

- Pupils will meet the spelling expectations set out in the National Curriculum for their year group. Progress will be measured termly using RWI assessments, common exception word checks and bespoke spelling assessments, with at least 70% of pupils meeting age-related expectations by the end of each key stage
- Children to become confident, independent spellers using their phonics knowledge and a range of skills and strategies.
- Children to have an interest in words and their meanings (including dictionary work)
- Children to have a growing vocabulary.
- Children to use spelling skills in all areas of the curriculum.
- Ability to use prefixes and suffixes to alter word meanings.

Objectives

To teach children to:

- Confidently spell common exception words and the words that they are using frequently in their writing.
- Spell new words with an increasing range of phonetic knowledge.
- Learn to check and correct spellings using strategies given.
- Learn and embed strategies to spell unknown words correctly.
- Building of quality teaching of phonics using Read Write Inc as a basis for planning.
- Ensure full coverage of National Curriculum requirements.

Teaching and Learning

The spelling curriculum follows a planned sequence that ensures systematic coverage of phonemes/graphemes, spelling patterns, morphology and statutory common exception words. The school uses the RWI progression for phonics and a linked spelling overview for Years 1–4 that maps National Curriculum requirements, including prefixes, suffixes, homophones, morphology (roots, prefixes, suffixes) and strategies for learning (mnemonics, etymology where appropriate). Teachers annotate planning to show how spelling is consolidated in writing across the curriculum.

Common Exception Words

The school uses the Department for Education/Local Authority common exception word lists (EYFS, Years 1–2 and Years 3–4) as statutory expectations. Teachers record pupil knowledge at baseline and half termly. Pupils should be able to read and spell their year-group exception words accurately in writing. Additional practise activities and retrieval practice strategies are used weekly in guided reading and spelling sessions.

A list of common exception words is also sent home to parents for that half term. They are asked to learn to read and write these words. They are also provided with a number of activities to do to reinforce their understanding of the words. (See home spelling document).

Year Group Overview

EYFS

Children are taught phonics daily and they begin to read and write the high frequency words. In reception, children work in ability groups according to the phonics phase they are working towards. The teaching in nursery begins as whole class with a focus on key listening skills before being introduced to individual phonemes. The first 100 High frequency words will be sent home and used in school along with red and green words. (See EYFS phonics/ spelling document.)

Year 1

Phonics is streamed based on RWI and Phonics Checks Assessments, which will be carried out regularly. Children are put into groups according to their ability. (see assessment document) Within the phonics sessions, children will be taught to revisit their last session, to be introduced to new sounds/rules and they will do application activities based on the objective. They will then have an assessment to consolidate their knowledge.

During the Year 1 word spell sessions, they learn the high frequency words doing a variety of activities daily.

Year 2

In Year 2, Phonics is streamed based on RWI and Phonics Check Assessments which will be carried out regularly. Children are put into groups according to the assessment results (see assessment document). Within the phonics sessions children will be taught to revisit their last session, to be introduced to new sounds/rules and they will do application activities based on the objective. They will then have an assessment to consolidate their knowledge. Once children have a secure phonics knowledge, they will be focussing further on spelling rules and key words across the curriculum.

Year 2 will follow the Spelling and Phonics Overview teaching rules weekly within their phonics/ spelling sessions. Teachers introduce rules during English/ topic lessons allowing the lower ability to access these spelling rules as well as developing their phonics knowledge.

Year 3 and 4

Year 3 and 4 will follow the Spelling and Phonics Overview teaching rules weekly within their phonics/ spelling sessions. Lesson will follow the revise, teach, practise and apply approach. Pupils who are working below age-related expectation will be assessed and work will be targeted to their specific needs within an intervention.

Children will be assessed at the beginning of the Year 3 to ensure they are all secure in the Year 2 Common Exception words. Any words not secure are to be learnt within Guided Reading Sessions. Children will then go on to learn the year 3/4 Common Exception words following an assessment. These words have been split so Year 3 and 4 learn different spellings and there is no overlap. They will have a bespoke list of spellings to use within Guided Reading sessions.

Interventions

Where pupils require additional support, targeted interventions are delivered by trained staff (teachers/experienced TAs). Interventions are structured, based on assessment of specific gaps (phoneme knowledge, common error patterns, morphology). The English lead provides training and coaching for staff delivering interventions.

Monitoring and Assessment

RWI phonics assessments take place each half term. Weekly spelling assessments will be recorded centrally and used to inform next-step grouping and intervention. The English subject leader will maintain a central tracker showing each pupil's progress against phonics phases, statutory common exception words and year-group spelling expectations. Data will be used termly to report to governors and inform the School Improvement Plan.

The expected high standards for spelling should be the seen across all books, irrelevant of the subject.

EYFS - Assessment is ongoing with next steps of learning shared with parents on Tapestry. RWI and Common Exception Word reading assessments take place each half term.

Key Stage 1 – Assessment is ongoing and will take place weekly. There will also be phonics screening checks, RWI assessment and Common Exception Word checks regularly.

Key Stage 2 – Assessment is ongoing and will take place weekly. There will also be regular Common Exception Word checks.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding in Spelling.

Planning in each year group shows the intended sequence (what pupils will learn), implementation (how it will be taught, including differentiation) and intended outcomes. For pupils with SEND and EAL, teachers adapt pacing and resources (multi-sensory strategies, increased repetition, additional modelling) and record these adaptations in provision maps/IEPs. The policy recognises that phonics/spelling barriers may be linked to speech, language or processing difficulties, and staff will liaise with SENDCo for further assessment.

This policy will be reviewed every two years by the English Subject Leader and approved by the governing body. Annual monitoring outcomes will be reported to the Curriculum Committee and summarised in the Headteacher's report to governors.