

# **Ridgeway Primary Academy**



## **Spelling Policy 2018**

## **Rationale**

At Ridgeway Primary Academy we believe that the ability to spell with confidence and accuracy is an essential skill for communication. The systematic and consistent teaching of phonics and spelling throughout the school is vital in developing children's knowledge, use and understanding of the English language.

## **Aims and Objectives**

- To provide children with the necessary experiences in order to develop their spelling skills.
- To equip children with a range of phonological options to be able to select appropriate spelling and common spelling patterns, through a variety of teaching strategies.
- To provide children with strategies that can support their everyday writing.

## **EYFS and KS1**

### **Sounds Write**

All of the children in EYFS and KS1 follow the Sounds-Write phonics programme.

Sounds-Write is a quality first synthetic phonics programme. Its purpose is to provide children with a comprehensive system with which to learn to read, spell and write.

It provides a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell.

The programme teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell .

The sessions take place on a daily basis for 25-30 minutes.

At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.

### **The Extended Code and Polysyllabic Words**

From Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

A multi-sensory programme

Throughout, Sounds~Write promotes the use of multi-sensory engagement with the materials pupils are working with in a manner that is commensurate with the level and abilities of the children being taught. Visual, auditory and kinaesthetic activities are at all times combined simultaneously to promote learning.

### **Word Study**

Once children have mastered phonics using the Sounds Write approach, children in Year 2 begin working on a Word Study approach to develop their spelling skills.

Word Study builds on knowledge about words which the children have already acquired through phonics teaching and expands it to develop critical thinking, word observation skills, discussion and reasoning. Through structured activities, children build on these skills and learn to describe sounds, spelling patterns and meanings; developing a knowledge of words and the way they work as they do so. The children find it exciting because it pulls together skills we know work in other learning environments, and develops opportunities for children to talk about words and language in meaningful contexts.

Resources for the delivery of Word Study can be found at the following website:

<https://wordstudyspelling.com>

### **In Key Stage 2:**

#### **Read, Write Inc.**

Spelling should be taught explicitly and regularly to all pupils. This is taught in 5 x 15 minute sessions per week following the 'Read Write Inc. Spelling' programme. This is not just about phonological work and spelling patterns. Children are taught explicitly about the structure of words (morphology) to guide their spelling. Teachers should be aware of the value of over learning, i.e. revisiting and practising words. Little and often is the most effective method.

The Read Write Inc. Spelling programme is linked to the 2014 National Curriculum guidelines and statutory spellings and ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test. The teaching programme includes a variety of short and snappy teacher-led activities as well as group, pair and independent ones. These activities are taught in conjunction with a variety of online resources, spelling assessment tests, word banks and spelling charts. Pupils who still need extra support with spelling should be identified and targeted to follow a phonics based spelling programme to address their needs.

#### **Common Exception Words.**

Children are provided with a list of common exception words for their Year group each half-term. The children practise these words at home, and work with a 'buddy' in school to test their knowledge on a weekly basis. Any errors are recorded and

become target words for the children. The class teacher keeps a record of spelling scores to identify children who may need support in learning these essential words.

**Dave Turner Jan 2018 (Review each year.)**