

Yaxham Primary School



Primary Spelling Policy

January 2017

Contents

Statement of intent

1. Legal framework
2. Early years foundation stage
3. Year 1
4. Year 2
5. Years 3 and 4
6. Years 5 and 6
7. Teaching spelling
8. Assessment
9. Special educational needs and disabilities
10. Homework
11. Monitoring and evaluation

Statement of intent

Yaxham Primary School believes that all pupils should be given the opportunity to progress and develop to their full potential.

The school understands that being able to spell age and ability-appropriate words correctly plays an essential part in meeting this goal. Spelling enables pupils to express themselves clearly, accurately and effectively, whether at home, school, or in the workplace.

Whilst there is a range of different ways that spelling is learnt and acquired, any approach to the teaching and learning of spelling has to have a high degree of personalisation.

The teaching of spelling at Yaxham Primary is therefore both a progressive learning programme and a response to individual needs.

Signed by:



Headteacher

Date: 24/3/17



Chair of governors

Date: 20/3/17

1. Legal framework

1.1. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2014) 'Statutory framework for the early years foundation stage'

2. Early years foundation stage

2.1. Pupils will be expected to meet the early learning goals for writing outlined in the 'Statutory framework for the early years foundation stage' (EYFS), namely that they are able to:

- Use their phonics knowledge to write simple, regular words.
- Make phonetically plausible attempts at more complex words.

2.2. By the end of the EYFS, there is an expectation that most children will be able to spell these words correctly:

A	An	As	At	If	In	Is	Of	Off
On	Can	Dad	Had	Back	And	Get	Big	Him
His	Not	Got	Up	Mum	But	Put	Will	That
This	Then	Them	With	See	For	Now	Down	Look
Too	The	To	I	No	Go	Into	He	She
We	Me	Be	Was	You	They	All	Are	My

3. Year 1

3.1. Pupils will be expected to meet the Year 1 spelling requirements outlined in the key stage 1 English national curriculum, namely that they are able to:

- Spell new words using phonics.
- Understand how words are divided into syllables.
- Segment sounds into their individual letters in order to spell them correctly.
- Spell longer words that include two letter sounds with consonants, as well as compound words.
- Use more advanced vowel digraphs and some compound digraphs, including ph-, wh- and -tch.
- Recognise and use alternative ways of spelling the sounds already taught, for example, that the /ae/ sound can be spelt with 'ai', 'ay' or 'ae'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives.
- Use the prefix un-.
- Use their knowledge of common word endings in spellings, such as plurals, and the suffixes -er, -est, -ing, -ed, -y.
- Read and spell two-syllable and three syllable words.
- Understand some basic common exception words.

4. Year 2

4.1. Pupils will be expected to meet the Year 2 spelling requirements outlined in the key stage 2 English national curriculum, namely that they are able to:

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns, including common word endings (e.g. -er, -est, -ing, -ed, -er, -y) and the use of double letters.
- Use the suffixes -ment, -ness, -ful, -less and -ly.
- Use possessive apostrophes (singular nouns) and contractions.
- Understand homophones and near homophones.
- Use more advanced common exception words.

4.2. By the end of key stage 1, the majority of pupils will be expected to spell the following words correctly:

Don't	Old	I'm	By	Time	House	About
Your	Day	Made	Came	Make	Here	Saw
Very	Put	Oh	Their	People	Mr	Mrs
Looked	Called	Asked	Could	Water	Away	Good
Want	Over	How	Did	Man	Going	Where
Would	Or	Took	School	Think	Home	Who
Didn't	Ran	Know	Bear	Can't	Again	Cat
Long	Things	New	After	Wanted	Eat	Everyone
Our	Two	Has	Yes	Take	Thought	Dog
Well	Find	More	I'll	Round	Tree	Magic
Shouted	Us	Other	Food	Fox	Through	Way
Been	Stop	Must	Red	Door	Right	Sea
These	Began	Boy	Animals	Never	Next	First
Work	Lots	Need	That's	Baby	Fish	Gave
Mouse	Something	Bed	May	Still	Found	Live
Say	Soon	Night	Narrator	Small	Car	Couldn't
Three	Head	King	Town	I've	Around	Every
Garden	Fast	Only	Many	Laughed	Let's	Much
Suddenly	Told	Another	Great	Why	Cried	Keep
Room	Last	Jumped	Because	Even	Am	Before
Gran	Clothes	Tell	Fun	Window	Sleep	Feet
Morning	Queen	Each	Book	It's	Green	Different
Let	Girl	Which	Inside	Run	Any	Under
Hat	Snow	Air	Trees	Had	Tea	Top
Eyes	Fell	Friends	Box	Dark	Grandad	There's
Looking	End	Than	Best	Better	Hot	Sun
Across	Gone	Hard	Floppy	Really	Wind	Wish
Eggs	Once	Please	Thing	Stopped	Ever	Miss
Most	Cold	Park	Lived	Birds	Duck	Horse

5. Years 3 and 4

5.1. Pupils will be expected to meet the Years 3 and 4 spelling requirements outlined in the key stage 2 English national curriculum, namely that they are able to:

- Understand how to use and apply additional prefixes such as un-, dis-, mis-, sub-, inter- and super-.
- Understand how to use and apply additional suffixes such as –ation, -ly, -ous.
- Use additional homophones and near-homophones such as accept/except, affect/effect and brake/break.
- Spell words that are often misspelt and understand how to apply them.
- Place the possessive apostrophe accurately in words with regular plurals such as girls' and boys'.
- Place the possessive apostrophe accurately in words with irregular plurals such as children's.
- Use the first two or three letters of a word to check its correct spelling in a dictionary.
- Write simple sentences from memory, as dictated by the teacher, which include words and punctuation taught so far.

5.2. By the end of lower key stage 2, the majority of pupils will be expected to spell the following words correctly:

Regular	Accidentally	Reign	Occasion	Circle	Potatoes
Forward	Early	Believe	Strange	Heard	Different
Notice	Knowledge	Experiment	Calendar	Perhaps	Important
Ordinary	Purpose	Mention	Fruit	Thought	Pressure
Although	Actual(ly)	Remember	Often	Complete	Difficult
Medicine	Earth	Bicycle	Strength	Popular	Interest
Business	Learn	Extreme	Caught	Heart	Probably
Busy	Quarter	Minute	Grammar	Through	Disappear
Arrive	Address	Sentence	Opposite	Consider	Island
Experience	Eight	Breath	Suppose	Height	Promise
Exercise	Length	Natural	Centre	Position	Eighth
Material	Question	Famous	Group	Various	Continue
Build	Answer	Separate	Forwards	Imagine	History
February	Enough	Breathe	Surprise	Possible	Possess(ion)
Therefore	Library	Favourite	Century	Woman	Weight
Though	Recent	Naughty	Guard	Women	Decide
Increase	Appear	Special	Particular	Describe	Certain
Giraffe	Energy	Occasionally	Peculiar	Straight	Guide

6. Years 5 and 6

6.1. Pupils will be expected to meet the Years 5 and 6 spelling requirements outlined in the key stage 2 English national curriculum, namely that they are able to:

- Use a number of additional prefixes and understand the guidance for adding them.
- Use a number of additional suffixes, such as -cial,-ance,-ent, and-able, and understand the guidance for adding them.
- Spell common words with 'silent' letters such as knight, psalm and solemn.
- Continue to distinguish between homophones and other words which are commonly confused such as advice, advise, license and licence.
- Use knowledge of morphology and etymology in spelling, and understand that the spelling of some words needs to be learnt specifically.
- Use the hyphen to join a prefix to a root word such as co-ordinate and co-operate.
- Use the first three or four letters of a word to check spelling, meaning, or both, in a dictionary.
- Use a thesaurus to discover other words with similar meanings.

6.2. By the end of upper key stage 2, the majority of pupils will be expected to spell the following words correctly:

Accommodate	Develop	Equip	Explanation	Profession
Criticise	Lightning	Equipment	Parliament	Vehicle
Individual	Secretary	Neighbour	Temperature	Conscience
Relevant	Ancient	Stomach	Cemetery	Guarantee
Accompany	Dictionary	Average	Familiar	Programme
Curiosity	Marvellous	Especially	Persuade	Yacht
Interfere	Shoulder	Nuisance	Thorough	Conscious
Restaurant	Apparent	Sufficient	Committee	Harass
According	Disastrous	Awkward	Foreign	Pronunciation
Definite	Mischievous	Exaggerate	Physical	Controversy
Interrupt	Signature	Occupy	Twelfth	Hindrance
Rhyme	Appreciate	Suggest	Communicate	Queue
Achieve	Embarrass	Bargain	Forty	Convenience
Desperate	Muscle	Excellent	Prejudice	Identity
Language	Sincere	Occur	Variety	Recognise
Rhythm	Attached	Symbol	Community	Correspond
Aggressive	Environment	Bruise	Frequently	Immediate
Determined	Necessary	Existence	Privilege	Immediately
Leisure	Soldier	Opportunity	Vegetable	Recommend
Sacrifice	Available	System	Competition	Sincerely
Amateur	Equipped	Category	Government	Referred

7. Teaching spelling

- 7.1. Teaching spelling in EYFS and Year 1 is based on the delivery of phonics lessons. Pupils in both EYFS and Year 1 will participate in daily phonics lessons.
- 7.2. Pupils in the EYFS will not be given weekly spelling lists; however, they will be given lists of words that they are expected to know how to read, which they will receive on a weekly basis via an appropriate reading book.
- 7.3. Pupils in Year 1-6 will be given weekly spelling lists of between five (depending on SEN, slow progression) and ten words, which they will be expected to practise for a spelling test the following week. The spelling lists will be shared with pupils and parents so that they have an opportunity to practise at home.
- 7.4. In Years 2-6, spelling sessions will take place 4 times a week for 15 minutes. Teachers will teach spelling rules and patterns in line with the National Curriculum (age related). Children who progress slowly will have differentiated support in spelling. Teachers should use a variety of strategies to support and challenge. Teachers should use the Read Write Inc spelling books as a tool, but not as the only approach.
- 7.5. In Years 1 to 6, spellings will be 'drip fed'. Children will focus on two words per day. These words may be from the word list for the specific year groups or high frequency words which the teacher has assessed as not being consistently spelt correctly.
- 7.6. Pupils in Years 1 to 6 will receive homework in relation to these spelling sessions.
- 7.7. Pupils who progress slowly will be expected to work towards the below year's objectives. Similarly, those that progress quickly will be expected to apply spelling rules and learnt words in other contexts.
- 7.8. Spellings will be displayed in the classroom on working walls. Children will have access to word banks for reference when writing. All weekly spelling lists should be displayed for every child to use.

8. Assessment

- 8.1. Pupils in the EYFS will be assessed using the assessment and reporting arrangements outlined in the schools EYFS assessment tool.
- 8.2. Pupils in key stage 1 and key stage 2 will be assessed using the key stage 1 and key stage 2 English national curriculums.
- 8.3. Pupils' phonics ability will also be monitored on a half termly basis using formative feedback from assessments.

- 8.4. At the end of Year 1, all pupils will take part in the national phonics screening test.
- 8.5. In Key Stage two, most pupils will be expected to self-assess their work as a method of independent learning, in order to identify any errors and make corrections to their spelling, referring to their spelling journal, the spelling walls and dictionaries. Year 2 will be introduced to these strategies informally, ready for Key Stage 2
- 8.6. Teachers will use their knowledge when marking pupils' work to identify whether pupils are having difficulty with phonetics or are confusing common spelling rules.
- 8.7. Teachers will use their judgement from marking pupils' work to organise subsequent phonics and spelling sessions.

9. Special educational needs and disabilities

- 9.1. Pupils working at a lower than expected phonics phase will receive additional support, and will be assigned to small targeted groups for additional phonics sessions/spelling session delivered by class teaching assistants.
- 9.2. Pupils working at a lower than expected phonics phase will also be referred to the SEN coordinator (SENCO), and monitored on a regular basis, should further support through an assessment for an education, health and care (EHC) plan be necessary.

10. Homework

- 10.1. Teachers will also take into account pupils' individual needs and their spelling progression when assigning them more/fewer spellings and easier/more difficult words.
- 10.2. Pupils will sit weekly spelling tests in relation to the spelling lists that they take home each week.
- 10.3. Teachers may decide to reduce the number of spellings on a given week if pupils are required to practise spelling patterns in addition to words.

11. Monitoring and evaluation

- 11.1. This policy will be monitored and reviewed on an annual basis by the headteacher in-line with the school's policy review schedule.
- 11.2. Any changes made to this policy will be communicated to all members of staff.

