



# Anchorsholme Academy Spelling Policy



Adopted by Governors/HT: HT  
Review period: 3 Years  
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Person responsible for policy: Mrs A Hylton

## **Aim**

At Anchorsholme Academy, we want every child to be a confident and creative writer with the ability to write for a range of purposes and audiences.

In order to achieve this, they must have a secure understanding of spelling rules and patterns and an ever-broadening vocabulary. Pupils must be able to draw on a range of strategies when learning spellings and then be able to apply these strategies to their independent writing. Pupils must be encouraged to explore new vocabulary and to seek opportunity to use this in their writing to become creative, confident writers.

Our pupils:

- Apply their developing phonic knowledge in order to segment and blend words independently;
- Understand and take an interest in the meaning of new vocabulary and explore word families from the same origin;
- Use new vocabulary in both speaking and writing;
- Write with purpose and creativity, whilst editing, improving and redrafting their work; and
- Are not afraid to experiment with words and challenge themselves.

## **Statutory Requirements**

The statutory requirements for the teaching of spelling are laid out in the National Curriculum (2014) for Key Stages 1 & 2 and in the Communication & Language and Writing areas of the Early Years and Foundation Stage Statutory Framework (2014).

## **Phonics**

In the EYFS and Year 1, pupils follow a high quality, systematic programme of phonics using the SFA Systematic Synthetic Phonics teaching programme (SSP). Phonics teaching at Anchorsholme Academy makes strong links between decoding for reading and segmenting AND blending for spelling. Teachers model segmenting using 'sound buttons and sound lines' and use this to scaffold pupils when writing independently. Pupils are encouraged to apply their growing phonic knowledge when spelling.

Pupils are expected to leave Foundation Stage with a secure knowledge of the Phase 3 graphemes and with the ability to apply this knowledge to their spelling. Those that are not secure receive additional support to address their individual needs.

Pupils in Year 1 follow a structured programme of spelling to deliver the statutory requirements; the programme reflects Phase 5 of Letters and Sounds. It is expected that the vast majority of Year 1 pupils will be secure in the use of Phase 5 GPCs by the end of the year. Those that are not confident at Phase 5 receive additional support to address their individual needs.

The Year 2 statutory requirements for spelling are delivered through FFT Jungle Club spelling and phonics scheme, a structured spelling programme incorporating daily phonics sessions.

## **Progression in Spelling**

To ensure coverage of the statutory spelling requirements for each year group and progression in spelling skills, we follow a published scheme from 'Spelling Shed'. The scheme provides teachers with a clear plan for spelling across the year, word lists to support the teaching of specific patterns and rules and resources to support the teaching of spelling.

New spelling patterns and rules are introduced formally each week and shared with parents. Pupils discuss the patterns and are given opportunity to learn and practise these through Spelling Shed online resource, both in school and at home. Discussion of the pattern or rule takes place during weekly spelling time, as well as through modelled and shared writing.

Spellings are displayed in every classroom and are updated every week. Pupils are given opportunities to practise their spellings during writing and handwriting sessions as well as through the online Spelling Shed programme.

In line with the teaching of phonics, a typical learning structure follows:

### **Revise**

Activate prior knowledge

Revisit previous linked learning

### **Teach**

Introduce

Explain

Investigate

Model

### **Practise**

Individual/ group work

Extend/ explore concept independently

Investigate

Generalise

### **Apply & Assess**

Independent application

Explain & demonstrate own understanding

## **Strategies for Learning Spellings**

In order to enable pupils to internalise spelling patterns, teachers model a range of strategies which pupils are then able to apply independently:

- Sound talking to aid segmenting and blending;
- Look, say, cover, write, check; and
- Use of sound buttons and lines.
- Access to Spelling Shed online resource.

Pupils are encouraged to use dictionaries in every year group to explore the spelling, meaning and origins of words.

EYFS - Oxford First Dictionary  
KS1 - Oxford Junior Illustrated Dictionary  
LKS2 - Oxford Primary Dictionary  
UKS2 - Oxford School Dictionary

### **Strategies for the Teaching of Spelling**

At Anchorsholme Academy, we teach the learning of spellings as a multi-sensory approach linked very closely to handwriting and active phonics. Our teaching of spelling is focused around the rules, patterns and conventions but also includes common exception words, high frequency words and vocabulary pertinent to thematic, concept and personal learning.

All pupils have a spelling journal in which they collect interesting new vocabulary and are encouraged to practise making independent spelling choices before checking with an adult.

### **Marking and Feedback**

In our marking, we ensure that pupils are applying their growing understanding of spelling accurately. Errors in spelling of high frequency words are identified and up to 3 misspellings of common exception words or taught patterns/rules. Pupils make use of editing and improving time to correct these errors using the strategies taught.

### **Assessment**

Pupils are tested on the spellings learned each week and errors are identified for pupils to revisit. Spelling progress is celebrated both in individual classes and during whole-school assemblies.

Understanding of spelling is also assessed through independent writing.

### **Intervention**

Every teacher teaches the statutory requirements for their year group as it is expected that the majority of pupils will be ready to access this each September. Rigorous assessment procedures identify pupils that have specific spelling needs and are making less than expected progress.

Where pupils are identified as not meeting age related expectations or are struggling to access the year group expectations, parents are informed, specific strategies and targets are discussed and then reviewed at the end of the half term. This information is also a focus for discussion between staff and SLT during pupil progress meetings and to inform the SENDCo.

This is communicated with parents and phase leaders at the earliest opportunity and specific targeted interventions are put in place to meet their needs. Current intervention strategies include:

- Phonics Support
- Toe by Toe
- Further access to Spelling Shed resource and spelling intervention groups

### **Parental Support**

We believe that the learning done at home should reflect and extend the learning in the classroom and we recognise and appreciate the key role that parents and carers take in this.

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We provide weekly spelling lists based on the learning that has taken place and pupils are encouraged to practise these spellings at home using the strategies learned. Pupils are also encouraged to begin to use new vocabulary and to practise these words in context either in speech or writing and to explore further examples.

Our spelling expectations and methods are introduced to parents each September at 'Meet the Teacher' evenings and are also a large focus for talks at the Reception Induction Evening.