



Ashton Keynes

Spelling policy

“Enabling life in all its fullness”

**“I came that you may have life, life in all its fullness”
(John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

All of our subject policies contain information about assessment within them.

At Ashton Keynes Primary C of E spelling is considered an important part of literacy. The emphasis is on the teaching and learning of spellings for real-life contexts, so that children can accurately spell vocabulary in their writing across the curriculum at school, and at home. In addition, children are taught to become independent spellers. They build knowledge of key vocabulary, develop the skills and confidence to apply their understanding of strategies to spell familiar and unfamiliar words, and check their spellings, learning from their mistakes.

The Teaching of Spelling Foundation Stage and Key Stage 1 (KS1)

In the EYFS (Reception), the learning of spellings begins with the teaching of phonics. As they progress through EYFS and KS1, pupils move through the 'Unlocking Letters and Sounds' phonics programme, phases 2-6 although children will be continually exposed to phase 1 in EYFS. As part of these phonics sessions children also learn to spell common exception words as well as being introduced to spelling patterns.

The Teaching of Spelling at Key Stage 2

At KS2 and from Spring Term in Year 2, children continue to learn spelling patterns and build on their key learning from KS1. A range of teaching styles and methodologies are used to reflect the needs of individual children. As well as spelling patterns for each year group there are lists of words which all children in Years 3 -4 and Years 5-6 need to know. These are available on the school website.

Individual spellings at KS2 and Year 2 (from Spring Term)

The programme of individual spellings followed is Unlocking Letters and Sounds. This programme is based on spelling patterns, rules and exceptions. The strategies taught are linked to those detailed in the National curriculum for England: English programme of study. However, the emphasis is firmly on the deep learning of spellings and strategies, so that pupils have the skills and knowledge to apply their learning, rather than simply recalling spellings learnt by rote and then fail to use them in day-to-day writing.

Assessment & Monitoring

Regular assessment of individual progress is made throughout the year. This is used to inform teacher planning and interventions where appropriate. The monitoring of the assessment of spelling at KS1 and KS2 is conducted by the English subject leader.

Across the school, day-to-day marking of written work in books also provides opportunities for children to reinforce their learning of spelling. Where relevant, teachers identify misconceptions and offer guidance and follow-up activities to support an individual's learning of spellings and related strategies.

Children with Special Educational Needs (SEN)

Children with Special Educational Needs may, where relevant, be given additional structured support with the learning of spellings. This forms part of an Individual Education Plan (IEP) formally agreed with parents (or carers), the class teacher and the Special Educational Needs Co-ordinator (SENCo). Here are some of the support programmes used to help children with spelling: Nesy, Excelread- Excelwrite, Hornet and Toe by Toe.

