

Stanford Infant School

Spelling Policy

- Throughout the school we aim to stimulate an interest in language and words by immersing children in a print rich environment. Topic words will always be displayed and literacy boards will have other sets of words appropriate to the class focus for the children to refer to.
- Teachers all believe in encouraging children to have a go at spelling from the very earliest stages and valuing this.
- The teaching of spelling is clearly integrated within our Literacy curriculum and provides opportunities for the direct teaching of a range of strategies and rules in spelling, as well as plenty of opportunities for children to apply their knowledge independently in real contexts.
- Children in all year groups spend **at least** 10 minutes daily on word level work.
- Children are encouraged to take risks with spelling and by Year 2 (if not before) are given opportunities to explore the spelling strategies that are most appropriate to their learning style.

Reception

Teaching draws on the NLS publications '**Letters and Sounds**' and '**Progression in Phonics**'. The '**Jolly Phonics**' scheme is used for focussed teaching of phonics early on but teachers also refer to the school's own established 'Progression for the teaching of Phonics'. The children's phonological awareness as well as the key skills of blending and segmenting are given early priority alongside the phonemes themselves and the children are taught to read and spell high frequency words through a range of games and activities. Each class has a writing table providing, over time, a range of 'have a go' writing opportunities. Planning for other areas of the learning environment also provides opportunities for writing and spelling e.g outdoor play and the role play corner. Each class has a spelling display for children to refer to and at any one time may include; alphabetical word lists, rhyming word families and high frequency words.

Year 1

Teaching continues to draw on the most useful activities from '**Letters and Sounds**' and '**Progression in Phonics**' as well as teachers' own ideas and activities for phonics and phonological awareness which have been shared and discussed as a staff). The key skills of blending and segmenting are developed throughout. The school has a well established and logical progression for the introduction of phonics which has been agreed as a staff, however pace will be as appropriate for individuals, groups and classes. The reading of high frequency words is developed through a range of activities and children continue to be encouraged to 'have a go'. Children begin to apply focused spelling rules and patterns, and are taught to check their own spellings using the '**Look, Say, Cover, Write and Check**' routine. Children are taught to use word banks and alphabetical lists to retrieve spellings for their own writing. Topic based spellings are displayed within the classroom and each class has a

display with common or focus words (e.g containing a particular phoneme or grapheme).

Year 2

In year 2 the children are taught to reflect on their understanding so far and gradually work towards a more complete picture of the spelling system. Children continue to take risks and 'have a go'. Teaching continues using the progression of introduction agreed as a staff. Year 2 teachers draw on '**Letters and Sounds**', '**Progression in Phonics**' and the old '**Year 2/3 Spelling Exemplar**' for ideas and coverage which are used with individual classes as appropriate. The new guidance for KS2 will be checked as soon as it is available. Children are taught how to break words down into syllables when they are ready. High frequency words are targeted using a range of strategies including changing displays of small sets, the routine checking of spellings from children's own writing and whole class work at word level. Spelling patterns and rules such as prefixes, suffixes, common endings and plurals are directly taught and explored. Children continue to use word banks and the more able begin to use '**Spell It Yourself**' to check their own spellings. Children continue to use '**Look, Say, Cover, Write and Check**' to check and learn their own spellings and are encouraged to underline the 'tricky' bit. They are taught to edit their own work and understand the teacher's marking code which is displayed in each classroom.

By Year 2 children are encouraged to select and use strategies that are most appropriate to their learning style;

- **Mnemonics** for remembering 'tricky' spellings (memory/ **auditory** recall).
- Children are encouraged to generate alternative spellings using their phonic knowledge and experience of the morphology of words in order to select the right one (Does it **look** right?).
- Link new 'sounds' or spelling patterns with handwriting practice e.g joining common strings of letters (**kinaesthetic**).
- To hypothesise and generalise e.g using rules for plurals or common endings.

Reviewed by Emma Pallot January 2010

Agreed by governors 18th March 2010