



## **Corbridge C of E First School**

### **Spelling Policy**

Phonics and Spelling is an integral part of children's reading and writing development. As children develop spelling competency, their confidence and independence in writing will increase.

#### **The Aims of Spelling at Corbridge First School**

- Children to become confident, independent spellers using their phonics knowledge and a range of skills and strategies.
- Children to have an interest in words and their meanings (including dictionary work)
- Children to have a growing vocabulary.
- Children to use spelling skills in all areas of the curriculum.
- Ability to use prefixes and suffixes to alter word meanings.

#### **Objectives**

To teach children to:

- Confidently spell common exception words and the words that they are using frequently in their writing.
- Spell new words with an increasing range of phonetic knowledge.
- Learn to check and correct spellings using strategies given.
- Learn and embed strategies to spell unknown words correctly.
- Building of quality teaching of phonics using Read Write Inc as a basis for planning.
- Ensure full coverage of National Curriculum requirements.

#### **Teaching and Learning**

Phonics is taught in EYFS and KS1 using RWI phonics as a basis. Children who still need phonics sessions in KS2 will do this within an intervention.

Spelling is taught daily as the starter of English lessons in KS1 and 2 this then leads to an assessment at the end of a week. These assessments vary based on the spelling rule being taught.

#### **Common Exception Words**

All staff teach Common Exception Words within their Guided Reading sessions. The children's knowledge of Common Exception Words is assessed at the start of the year and then regularly throughout the year (see assessment policy). Each child has a bespoke list of spellings they need to work on based on these assessments. These words will then be used within the Guided Reading Carousel. E.g., handwriting each word, writing each word on a whiteboard and writing sentences with the words in it etc. (See individual Year group information.) High frequency words are learnt when the children are secure in their knowledge of the common exception words.

A list of common exception words is also sent home to parents for that half term. They are asked to learn to read and write these words. They are also provided with a number of activities to do to reinforce their understanding of the words. (See home spelling document).

## **Word Spell Sessions**

Year 1-4 to have a Word Spell session at the start of each English Lesson. This is 5-10 minutes and focuses on a spelling rule, common exception words or high frequency words for that week following the spelling and phonic overview for each year group. (See planning/ resources provided on the word study spelling website.)

## **Year Group Overview**

### **EYFS**

Children are taught phonics daily and they begin to read and write the high frequency words. In reception, children work in ability groups according to the phonics phase they are working towards. The teaching in nursery begins as whole class with a focus on key listening skills before being introduced to individual phonemes. The first 100 High frequency words will be sent home and used in school along with red and green words. (See EYFS phonics/ spelling document.)

### **Year 1**

Phonics is streamed based on RWI and Phonics Checks Assessments, which will be carried out regularly. Children are put into groups according to their ability. (see assessment document) Within the phonics sessions, children will be taught to revisit their last session, to be introduced to new sounds/rules and they will do application activities based on the objective. They will then have an assessment on a Friday to consolidate their knowledge.

During the Year 1 word spell sessions they learn the high frequency words doing a variety of activities daily.

### **Year 2**

In Year 2, Phonics is streamed based on RWI and Phonics Check Assessments which will be carried out regularly. Children are put into groups according to the assessment results (see assessment document). Within the phonics sessions children will be taught to revisit their last session, to be introduced to new sounds/rules and they will do application activities based on the objective. They will then have an assessment on a Friday to consolidate their knowledge. Once children have a secure phonics knowledge, they will be focussing further on spelling rules and key words across the curriculum.

At the start of English lessons Year 2 will follow the Spelling and Phonics Overview teaching rules weekly within their phonics/ spelling sessions. Resources can be taken from the Word Spelling Website as appropriate; these directly link to the national curriculum. Teachers introduce rules during English/ topic lessons allowing the lower ability to access these spelling rules as well as developing their phonics knowledge.

### **Year 3 and 4**

At the start of English lessons Year 3 and 4 will follow the Spelling and Phonics Overview teaching rules weekly within their phonics/ spelling sessions. Resources can be taken from the Word Spelling Website as appropriate; these directly link to the national curriculum. Lesson will follow the revise, teach, practise and apply approach. They will have a 10-minute word spell session at the start of each English lesson. Pupils who are working below age-related expectation will be assessed and work will be targeted to their specific needs within an intervention.

Children will be assessed at the beginning of the year 3 to ensure they are all secure in the Year 2 Common Exception words. Any words not secure are to be learnt within Guided Reading Sessions. Children will then

go on to learn the year 3/4 Common Exception words following an assessment. These words have been split so Year 3 and 4 learn different spellings and there is no overlap. They will have a bespoke list of spellings to use within Guided Reading sessions.

### **Interventions**

It is hoped that children work through the provision outlined above at the expected level of development. However, in some cases, children may need extra provision. Where a specific need in spelling is identified teachers or teaching assistant will carry out an intervention using a group intervention sheet to record this. They will be assessed prior to this session with the aim to identifying patterns in children's spelling mistakes to establish teaching priorities or create groups where children have similar spelling characteristics or needs.

### **Monitoring and Assessment (see assessment document)**

The expected high standards for spelling should be the seen across all books irrelevant of the subject. The English Subject Leader will assess the standard of spelling across all books during the termly book scrutiny as outlined in the policy for English.

This policy will be reviewed by the English Subject leader annually.

**EYFS** - Assessment is ongoing with next steps of learning shared with parents on Tapestry. RWI and Common Exception Word reading assessments take place each half term.

**Key Stage 1** – Assessment is ongoing and will take place weekly. There will also be phonics screening checks, RWI assessment and Common Exception Word checks regularly.

**Key Stage 2**– Assessment is ongoing and will take place weekly. There will also be regular Common Exception Word checks.

### **Next Review October 2024**