



Lisle Marsden Church of England Primary Academy  
Spelling Policy  
September 2022

**INTENT:**

|                                                                                                                                                                                                                                     |
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| To provide equal opportunities for all pupils to achieve success in spelling                                                                                                                                                        |
| To deliver a systematic approach to spelling across the whole school so that the teaching of spelling is consistent, effective and allows children to meet and exceed age related expectations within the National Curriculum 2014. |
| To develop confident spellers who spell with increasing accuracy and take risks through the application of adventurous vocabulary during independent writing across the Curriculum.                                                 |
| To embed a range of spelling strategies within every child so that they can independently learn new spellings and then consistently apply them with accuracy and precision during independent writing opportunities.                |
| To teach all children spelling rules and conventions so that they can 'Have a Go' at spelling unfamiliar vocabulary applying knowledge of the rules learnt.                                                                         |
| To enhance proof reading and editing skills                                                                                                                                                                                         |

**IMPLEMENTATION:**

At Lisle Marsden, children have daily opportunities to develop their spelling skills.

**EYFS and Key Stage 1**

In EYFS and Key Stage 1, the children participate in daily phonics lessons where they are provided with the opportunity to learn, practice and apply. Each day the children learn a new sound or spelling rule and apply this into their written work throughout the day.

Lesson plans and delivery is informed by our Monster Phonics programme. Teachers will follow and tailor the clear, systematic approach planned and provided by the Monster Phonics programme. By the end of EYFS, the children will have completed phases 2, 3 and 4 of their phonic learning. By the end of Year 1, the children will have completed phase 5 and should be able to spell many common exception words, as well as many sound specific words. By the end of Year 2, the children will have completed phase 6, having the chance to consolidate their previous learning, as well as learn a new range of spelling strategies and rules.

## Key Stage 2

Explicit spelling sessions will run for approximately 10 minutes per day.

Lesson plans and delivery is informed by the No Nonsense Spelling program. Teachers will follow the clear, systematic spelling medium term plans for their year group. By the end of each Key Stage Phase, all children will have had opportunities to revisit and consolidate prior learning, apply a range of spelling strategies consistently and have accessed the required level of spelling rules, conventions and vocabulary outlined in the National Curriculum 2014.

It is paramount that the teaching of spelling during these lessons is then followed up, applied and embedded across the wider Curriculum, during every writing opportunity, so that our Policy intent can be achieved.

## Spelling Strategies

All children in Key Stage 2 will access, revisit, consolidate and embed the following spelling strategies for learning the spelling of new words:

|                                            |
|--------------------------------------------|
| Look, say, cover, write, check             |
| Trace, copy and replicate (and then check) |
| Segmentation strategy                      |
| Drawing around the word to show the shape  |
| Draw an image around the word              |
| Pyramid words                              |
| Rainbow writing                            |
| 'Silly sentences'                          |

## HOME SPELLING

Home spellings are an opportunity to develop children's independence and take responsibility for their learning. Home spellings also encourage parents to play an active part in their child's learning.

## Key Stage 1

In Year 2, weekly spellings will be set in line with our Monster Phonics scheme. These will consist of the Year 2 common exception words and will also include words containing the focus sound(s). The number of spellings will be tailored to each individual child so that all children can consolidate, embed and deepen their learning and understanding of the spellings that will be addressed in class.

## Key Stage 2

Home spellings will be clearly linked to the statutory 100 word spelling lists appropriate to the Key Stage phase children are working in. There will also be opportunities for personalised learning lists based on the 100 words will take place as each year progresses.

## **WAVE 2 Intervention**

To ensure that children who perform below age related expectation in spelling are able to effectively 'close the gap', rigorous and strategically planned interventions will take place to ensure that attainment continues to progress within the subject.

In EYFS and Key Stage 1, the intervention sessions will follow the Monster Phonics Intervention plans and will use the resources and activities specified for the recapping of the sounds identified as gaps in the child's learning. There are two types of intervention that take place in EYFS and Key Stage 1:

1. Catch up intervention – these are children who have gaps in their learning and require additional phonics sessions to support them to catch up with their peers.
2. Keep up intervention – these are children who struggled with a particular sound/rule and will receive a same-day intervention that will enable them additional practice and support them to keep up with their peers, ready to move on the following day.

## **WAVE 3 Intervention**

Some children will continue to find spelling strategies and rules difficult and will need additional support beyond classroom activities and WAVE 2 intervention. Class teachers will liaise with the SENDCO when considering the specific needs of some children and appropriate intervention programmes will be put in place and the success monitored.

## **Monitoring and Assessment**

Progress in spelling will be monitored weekly by the class teacher through the use of AfL and the assessment of weekly spellings. Opportunities will be strategically planned by the class teacher to incorporate appropriate vocabulary and spelling rules across the Curriculum based on the content of the year group and the needs of the children.