



## **Alexandra Infants' School and Alexandra Junior School**



### **Spelling Policy**

This is the spelling policy for both Alexandra Infants' School and Alexandra Junior School. Alexandra School's understand that every child has the right to an education (*as in accordance in with UNCRC article 28*). The teaching of spelling will fulfil the children's rights.

#### **Rationale**

At Alexandra Infants' School and Alexandra Junior School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all subjects. In order for pupils to develop into effective writers they need to develop effective spelling strategies. By providing them with strategies we equip them with independence and a lifelong skill. Our teaching of spelling considers important principles: there are no perfect spelling rules but there are conventions which help to make informed choices; many spellings are dictated by grammar e.g. ed for past tense and many spellings are dictated by morphology (units of meaning) or word changing (adding prefixes or suffixes). Both school recognise that a good speller is not a person who has successfully memorised the most words but someone who knows ways to figure out the logic of words and can construct them as needed. Spelling sessions should be short and lively, with an emphasis on investigation and problem solving. It needs to be taught explicitly. The skill of proof reading needs to be taught in shared and guided sessions and links need to be made to handwriting wherever possible. The teaching of spelling will be consistent and progressive from EYFS to Year 6, enabling pupils to apply spelling strategies independently in reading and writing.

#### **Aims**

- Pupils will have the confidence to write independently for a range of purposes.
- Pupils will be able to communicate their ideas clearly in writing.

#### **Expectations**

- Spellings will be taught systematically and consistently.
- The time allocation will vary across the year groups.
- In EYFS and KS1, spelling patterns are taught in line with Anima phonics sequence. Weekly spellings will be sent home then checked through classroom quizzes and application in English books.
- In KS1, a zero-tolerance policy of age appropriate, non-negotiable words are challenged and spelling errors addressed. If an ambitious spelling has been attempted the spelling will be given from the teacher. To support spelling, word mats are prepared for children to use independently when writing. In addition, the marking code of SP is used to bring to child's attention that a spelling needs to be corrected.

- In KS2, all spelling errors are challenged in work. Where a spelling is incorrect the teacher must underline the spelling and note SP in the margin. If the teacher feels the pupil is capable of that spelling it is not corrected and the pupil must use the dictionary. If a pupil has misspelled a piece of ambitious vocabulary the teacher will note the correct spelling. Pupils will record their spellings in their personal dictionaries. The school promotes a have a go philosophy. For example, pupils are encouraged to try to spell a word and show the teacher their attempt, rather than just ask for the spelling. Discussion or praise can then take place between teacher and pupil and the correct letters within the words are celebrated.

### Assessment

#### EYFS and KS1

Low stake spelling tests take place on a weekly basis on patterns/rules focused on in class, this formative assessment is used for teachers to revisit specific spelling patterns or rules. Summative assessment spelling tests take place to ensure that children's spellings is in line with national expectation.

#### KS2

Spelling tests take place on a weekly basis on patterns/rules focused on in class. At assessment points pupils will also undertake assessments which will reflect their spelling age. Spellings will be given in a dictated passage. In KS2, Rising Stars assessment in spelling will be administered once a term.

### Monitoring

Monitoring of spelling is done through regular book scrutiny.

### Inclusion

At Alexandra Infants' and Junior School, it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. For further details, see separate policies: Special Educational Needs; SEND Information Report; Equality policy and scheme; Able and Talented; English as an Additional Language (EAL).

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to

provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.

Policy updated: May 2016

Updated December, 2017 by Claire Mountford and Hayley Thompson. (English Lead and Deputy)

Updated June 2020 by Lauren Davenport (Key Stage One English Lead) and Claire Mountford (KS2 English Lead)

Updates June 2021 - no changes - by Lauren Davenport (Key Stage One English Lead) and Claire Mountford (KS2 English Lead)

Updated July 2022 by Hayley Thompson (Reading Lead) and Lauren Davenport (Writing Lead)

Updated July 2023 by Hayley Thompson (Reading Lead) and Lauren Davenport (Writing Lead)

This policy will be reviewed annually.