**The Teaching of Spelling at South Walney Junior School: spelling for writing**

**Intent:** We encourage our pupils to write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing.

**Implementation:**

* Children from Year 3 to Y6 develop a sound knowledge of spelling strategies as part of our systematic scheme (Success For All- FFT DFE accredited, Bounceback for phonics) This follows the National Curriculum progression. We also incorporate words from other curriculum areas e.g History and regularly recap over the previous year’s spelling conventions and high frequency words.
* Lessons are taught in half-hour sessions - one lesson to teach the spelling conventions explicitly, lessons to consolidate and a dictation as assessment at the end of the week.
* Spelling into writing is emphasised in all written work. The teacher will explicitly model how to spell a range of words in modelled writing in all lessons. The spellings chosen reflect the level of the children and/or the conventions being taught.
* When writing, children will be given a range of support for spelling resources such as word banks, spell-checkers and i-pads.
* Children are taught how to edit out their spellings using a range of self-editing, using text-ease, spell-checkers, peer editing and dictionary skills which are taught explicitly.
* Children practise their spellings at home and during ‘morning work’. Children carefully copy the spellings down using their best handwriting. For those children with tracking problems, a photograph is taken on their i-pad of their morning work. Morning work forms an important part of spelling practice, especially those children who do not practise at home.
* Teachers explicitly teach conventions to the children using a variety of methods to teach spelling: looking for patterns, words within words, mnemonics (such as there is a rat in separate), how to use suffixes and prefixes, root words and word association; short vowel and long vowel sound using the button and stitch method; syllables to help split longer, polysyllabic words into segments; etymology such as Latin and Greek roots for spelling, Look, say, cover, write, check, clapping and counting sounds/syllables, songs.
* Children have a knowledge organiser in order to consolidate learning
* Small groups and regular assessment ensure that children progress through the programme at a rate appropriate to their level of understanding. Children who are identified as requiring further support in phonetic understanding in KS2, also benefit from extra phonic support either from the TA or Paula Cullen. These children are in phonic groups depending on their phonic stage using FFT Success For All or Bounceback. They will receive differentiated spelling lists
* Each class has weekly spelling assessments informed by the national curriculum. Word lists are set and shared through the child’s green book and on showbie with guidance on a range of strategies shared with parents to support home help.
* The school’s marking policy also places a strong emphasis on supporting the improvement of spelling and errors are identified and children encouraged to edit. Spelling errors are identified by putting a sp if they are tier one or two and correcting if they are tier 3. It is up to the teacher’s discretion as to which spellings are identified.
* We recognise the huge part parents play in their child’s progress in spelling and all of our children are given spellings with the expectation they will consolidate their learning at home. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our annual Teacher meetings and parental workshops where relevant or on showbie.

 **Impact:**

* Children are assessed weekly using dictations of the words learnt in context. Teachers assess which words are still causing issues and continue to teach these. Test scores are recorded along with any problem words. Spelling books and morning work books will be marked on a regular basis (at least every other week) in order to pick up misconceptions.
* Spelling is assessed formally three times a year as part of the SPAG test.
* Spelling is assessed three times a year as part of the writing assessments.

**This policy will be reviewed: Oct 2023**

**Agreed by Staff:**

 **Date\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**( Deputy Head teacher)**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chair of Governors)**