



## English at St Botolph's CofE Primary School

### The Intent

*At St Botolph's Primary School, we recognise the importance of English in supporting children in order for them to 'Strive to be the best they can'. We understand that gaining and using skills in language not only affects a child's progress in school but also forms effective communicators, ambitious writers, fluent readers and children that have the desire to learn. Our intent is that all of our pupils, regardless of their background or starting point, will be given the opportunity to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum and with opportunities to consolidate and reinforce skills that have been taught.*

### Spelling Policy

2022-23

#### The Vision

*At St Botolph's, we want every child to have confidence and independence in their spelling abilities so that they can be creative and confident writers. Learning to spell is important for writing and reading.*

*Regardless of their starting point, our consistent and progressive teaching will provide the children with the knowledge and the skills they need. While we are aware that spelling is not a measure of intelligence, doing poorly in spelling can affect a child's performance in other aspects of the curriculum so we are being active in ensuring that every child achieves their potential and have strategies in place to achieve this.*

#### An Introduction

*This policy describes our teaching of spelling and outlines our aims, approaches and the progression across year groups.*

Although children learn about spelling to some extent as they encounter words while reading, children need systematic spelling instruction to learn how the system works (Treiman 2018). With this in mind, our school is embedding a spelling programme which teaches spelling in a fun and engaging way. Following on from our phonics teaching, we have adapted Ruth Miskin's 'Read, Write Inc' Spelling Programme. The programme uses a proven approach, underpinned by phonics, and fast-paced lessons to prepare the children for the higher demands of the National Curriculum (2014). The programme is interactive, each unit being introduced with a short video. It helps children to learn spellings with common patterns and uses rules in order to help them recall spellings, as well as teaching exceptions to these rules.

### Our Aims:

We aim that all children are able to:

- Meet the spelling expectations of the National Curriculum 2014
- Have consistent, progressive lessons taught on a daily basis
- Be supported to be more confident at spelling
- Be able to use their knowledge of phonics to build on
- Be knowledgeable about spelling rules and patterns
- Use their spelling knowledge in their English writing and beyond

## Implementation

### The Teaching of Spelling

Read Write Inc. Spelling is a 15 minute a day programme that is taught for Years 2 to 6. Following on from Read, Write Inc Phonics, it provides timetabled units of work for each year groups, based on a regime of rapid-fire daily sessions. Whilst we are loyal to the programme that we teach, as a school, we have included additional activities that meet the needs of our children.

### The Spelling Activities:

- Speed Spell - reviewing prior learning
- Spelling Zone - using a short video to teach the spelling rule
- Dots and Dashes - to understand how the word has been made
- Rapid Recap - reviewing learning
- Word changers - adding a suffix or prefix
- Four-in-a-row - spelling from memory

- Choose the right word - applying their knowledge when reading sentences
- Dictation - applying their knowledge when writing sentences
- Jumping red and orange words - learning to spell words that do not follow spelling rules

As a school, we have included the following activities within the Spelling timetable (for KS2):

- Handwriting - looking at how the words look and are joined
- Dictionary work - looking at the meaning of certain words
- Mini test - this will be at the end of the unit and acts as a self-assessment opportunity

In addition to these activities, the programme includes 'Special Focus' lessons that look at other aspects of the spelling rules, including homophones, syllables etc., and 'Consolidation Lessons' that allow the children the chance to revise their previous learning.

### Teaching Routes

There are separate documents that outline how the spelling objectives are taught, what each unit teaches and additional lessons that need to be incorporated.

### Spelling in Year One

After completing the Read, Write Inc Phonics programme, in Year One, the children will be taught spelling lessons based on Year 1 spelling objectives. This is in addition to the RWI Spelling programme but follows the same teaching strategies. These additional units have been written by St Botolph's Spelling Coordinator. The teaching route can be found in a separate document.

### Spelling and Phonics

Prior to being taught the RWI Spelling programme, children will still need strategies to spell in order to write independently and creatively. First and foremost, this strategy will be phonetic encoding.

### Recording Spelling

Alongside the lessons, the children have individual workbooks, allowing them to practice the knowledge that is being taught. These workbooks are used progressively through years 2 to 6 therefore the children become proficient at using dots (for individual sounds) and dashes (for

digraphs), prefixes and suffixes (adding them to root words) and this practice will help the children to spell with greater accuracy.

Log books are used within the school from Year 3 to 6 to record words of interest and words that need further practice in spelling. These books give the children ownership of their spelling, in RWI lessons and beyond, and allow for further consolidation at home.

In Year 1, worksheets are provided to record spelling and these are filed within the 'RWI' folders.

### Assessment

Throughout the programme, assessment opportunities are available. Six practice tests are used for each year, to assess children's ongoing progress. As part of our 'Teaching Routes', these practice tests are threaded throughout, assessing knowledge taught in recent units. An 'End of Year' test is used in every year group to ensure that the children have met the year objectives.

Practice test trackers are used in each class to help identify gaps and plan next steps for consolidation.

In addition to practice tests, assessment is built into the activities for each unit. 'Speed Spell' tests children's knowledge of words from previous units; 'Four-in-a-row' and 'Mini test' help children assess their own progress; 'Jumping red/orange words' tests children's knowledge of words from the year group word lists and words that do not follow spelling rules or patterns.

### Resources:

The Read Write Inc. programme can be resourced and sustained at a yearly cost. We have invested in the necessary resources to ensure that the programme can be taught effectively. These resources include workbooks, log books and the online interactive resources. It is the role of the Spelling and Phonics Coordinator to ensure that all staff have the resources that they require and need.

### Spelling - Our Marking Policy

- All spelling errors should be indicated using the correct marking symbol.
- Spelling of words that can be spelt phonetically or which follow a recognised spelling pattern should be corrected using an appropriate

strategy that relates to the RWI programme e.g. adding dots and dashes to the correct spelling of the word, using dots and dashes/Fred Fingers to indicate where sounds have been missed or where pupils have made an incorrect phoneme choice, using a phoneme frame to reinforce the different sounds within the words.

- Spelling of common exception words and Year 3&4 / Years 5&6 word lists. Where these words do not follow a recognised spelling pattern or cannot be spelt using phonics strategies, they should be corrected using one of the following strategies:
  - The word is written correctly for them to copy.
  - The word is indicated and the child corrects it independently using an appropriate word mat/word list from home school diary.
  - The line in which the word is misspelt is indicated and the child must find and correct the word independently.
  - The child is instructed to find and correct x number of words from the appropriate word list independently.
- Teachers use their professional judgement to decide which of these strategies is most appropriate. In Y2 and Y6, word list spellings cannot be counted as correct if the error has been indicated to them specifically, due to this not being independent.

### Training:

Staff have received training from the Spelling coordinator. This is based on the Ruth Miskin RWI Phonics Training. As part of our development plan, we are looking at providing training from the specialist team to ensure that our teaching is the best it can be.

### Impact

As a result of an embedded Spelling programme that teaches the National Curriculum objectives for the year groups in a fun and stimulating way, our children will be confident and independent spellers. This achievement will be reflected through application in writing in English lessons and beyond. Using the information from assessments, teachers will be able to track the progress of the children and plug gaps where necessary. Through this learning, spelling knowledge will be 'baked' and a greater understanding of the English language will be achieved.

References:

Treiman..R 'Teaching and Learning Spelling' (April 2018)