

Spelling Policy

Review Annually
December 2021

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Welton St Mary's Primary Academy Spelling Policy

Subject leader: Mr Paul Barton

At Welton St Mary's, we encourage our children to write creative, engaging, purposeful and vocabulary rich written work across a variety of genres. In order for them to achieve this, it is vital that our children are taught how to spell correctly.

In KS1, we use the Read Write Inc phonics program to teach the children how to spell. For more information in this, please refer to the Read Write Inc document which can be found on the school's website.

In KS2 and for children who have completed the Read Write Inc phonics scheme, spelling is explicitly taught through the Active Spelling approach. Active Spelling embeds learning in an active and engaging way, providing pupils with a deeper grasp of spelling and vocabulary that serves as a foundation for their future. This approach is based on the spelling rules that the children must learn based on the National Curriculum. It is taught daily and is underpinned by research with a significant impact upon the retention of spelling rules and taught words.

In every lesson, the children are taught how to spell two words based on a particular spelling rule. Each word is thoroughly explored and analysed so that the correct spelling of the word is embedded with regular opportunities for recall and assessment. For each word that the children learn, they explore the following:

Phonology: How the word sounds

Orthography: How the word looks

Graphology: How the word feels to write

Morphology: The meaning of the morphemes within the word

Etymology: The origin of the word

Structure

Each Active Spelling lesson is taught in four parts: Recall, Learn, Check and Apply.

Recall: *Developing rapid recall of previously taught words*

The first phase of the session revisits previously learnt words. To enable the retention of learning, the importance of revisiting learning and ensuring it is well spaced, aids memory. In each session, the children will be asked to recall and spell three previously taught words and are given the chance to explain how they remembered the spelling pattern to aid their metacognition. The children are encouraged to self assess each word using the 'tick or fix' strategy that they are familiar with from the Read, Write Inc program.

Learn: *Learning two new words that follow a pattern*

The second phase of the session introduces two new words that follow the same spelling rule or pattern (unless the children are learning statutory words where this isn't always possible). Once the children are introduced to each new word, they are explored in terms of their phonology, orthography, graphology, morphology and etymology. Not all of these will be explored for each word, rather it is left to the teachers' judgement to decide which are relevant for the words being taught. To learn how to spell each word, the children are encouraged to use a range of strategies including looking for patterns in the words, spotting where the spelling rule is in each word, boxing the word up, splitting the word up, looking for the number of ascenders and descenders, finding the number of vowels and consonants and counting the number of letters among other strategies.

After that, each word is further explored by looking for possible suffixes and prefixes that could be added to the root word as well as exploring how these suffixes are added. The example below shows how this could look for the word 'apply':



Check: *Checking their knowledge of new words*

Before the children can be expected to correct spellings in their own work, they must be to check whether the spelling looks and sounds right in given examples. This phase of the lesson encourages children phonology, orthography and graphology to check whether each new spelling word has been spelled correctly in a sentence. Each word is used in its own sentence which will also contain other spelling errors for the children to correct. This section can also be used as spelling recall of other taught words if they are used in the same sentences.

Apply: *Applying their knowledge of the meaning of the words by using the grammatically correctly in a sentence*

This last phase allows the children to put the newly learnt words into a context by using them in a written sentence. This will embed their understanding of the meaning of the word and provide them with a better understanding of how to use them in their spoken and written work.

Assessment

In our termly assessment weeks, the children will be given the opportunity to recall two words from each taught spelling rule from that term. Spellings are also sent home each week for the children to practise as well as low stakes quizzes in class. Ultimately, we want our children to be confident spellers who can use the rules and words that they have been taught correctly when they need them.

Curriculum Map

Year 2

| | Term 1 | Term 2 | Term 3 |
|---------|--|---|---|
| Week 1 | a makes the 'or' sound | 'ar' makes the 'or' sound after w | a makes the 'o' sound after w and qu |
| Week 2 | c makes the 's' sound before i/e/y | 'or' makes the 'er' sound after w | ey makes the 'ee' sound |
| Week 3 | -dge words | ge for the j sound at the end of words | ge and dge words |
| Week 4 | ly makes the i sound at the end of words | -ly endings, root word doesn't change | -tion for words ending in t or te |
| Week 5 | o makes the u sound | s makes the z sound | Adding -es to nouns or verbs ending in -y |
| Week 6 | Keep the y and add -ing | y to i and add -ed | y to i and add -er and -est |
| Week 7 | Adding -ing to words ending in e | Adding -ed and -er to words ending in e | Adding -est and -y to words ending in e |
| Week 8 | Double final consonant when adding -ed | Double final consonant when adding -ing | Double final consonant when adding -er and -est |
| Week 9 | -ment and -ness suffix | -ful and -less suffix | -ment, -ness, -ful, -less suffix |
| Week 10 | -le and -el endings | -al and -il endings | -le, -el, -al, -il endings |

| | | | |
|---------|---|------------|--------------|
| Week 11 | Silent kn | Silent gn | Silent wr |
| Week 12 | Possessive apostrophes for singular nouns | Homophones | Contractions |

Year 3

| | Term 1 | Term 2 | Term 3 |
|---------|---|---------------------------|----------------------------------|
| Week 1 | Double final consonant when adding -er, -ed, -ing | -ture endings | -sure endings |
| Week 2 | Adding -ly | Words with -ly | Adding -ly and y to i |
| Week 3 | 'ou' words | -ous words | Ou and -ous words |
| Week 4 | 'ch' makes the 'k' sound | 'ch' makes the 'sh' sound | 'ch' makes the 'k' or 'sh' sound |
| Week 5 | -gue words | qu/que words | sc words of roman/latin origin |
| Week 6 | 'y' makes the 'i' sound | 'y' makes the 'i' sound | 'y' makes the 'i' sound |
| Week 7 | in- prefix | ir- prefix | im- prefix |
| Week 8 | il- prefix | re- prefix | un-prefix |
| Week 9 | -ation words | -sion words | super- prefix |
| Week 10 | -tion words | -cian words | -ssion words |
| Week 11 | Words containing 'ei' | 'eigh' words | 'ey' sound |
| Week 12 | Statutory Words | Statutory Words | Homophones |

Year 4

| | Term 1 | Term 2 | Term 3 |
|--------|-----------------------------|---------------|---------------|
| Week 1 | Double final consonant when | -ture endings | -sure endings |

| | | | |
|---------|--|--|-----------------------------------|
| | adding -er, -ed, -ing | | |
| Week 2 | Adding -ly | Words with -ly | Adding -ly to words ending in -ic |
| Week 3 | 'ou' words | -ous words | ou and -ous words |
| Week 4 | 'ch' makes the 'k' sound | 'ch' makes the 'sh' sound | 'ch' makes the 'k' or 'sh' sound |
| Week 5 | -gue words | qu/que words | sc words |
| Week 6 | 'y' makes the 'i' sound | 'y' makes the 'i' sound | 'y' makes the 'i' sound |
| Week 7 | inter- prefix | sub- prefix | anti- prefix |
| Week 8 | auto- prefix | mis- prefix | dis- prefix |
| Week 9 | -ation words | -sion words | Homophones |
| Week 10 | -tion words | Possessive apostrophe for plural words | -ssion words |
| Week 11 | Statutory Words | Statutory Words | Statutory Words |
| Week 12 | Statutory Words – double consonant after short vowel | Statutory Words – ly and 'y' makes the 'e' sound | Statutory Words |

Year 5

| | Term 1 | Term 2 | Term 3 |
|--------|----------------------------|-------------|---------------------------|
| Week 1 | -able words | -ably words | -able/-ably with a prefix |
| Week 2 | -ible words | -ibly words | -ible/-ibly with a prefix |
| Week 3 | Prefixes revised from LKS2 | Hyphens | Hyphens |
| Week 4 | Prefixes revised from LKS2 | ff_r words | Statutory words |
| Week 5 | -ant words | -ance words | -ancy words |
| Week 6 | -ent words | -ence words | -ency words |
| Week 7 | Homophones | Homophones | Homophones |

| | | | |
|---------|-------------------------------|-----------------------|-----------------|
| Week 8 | -ous revised from LKS2 | -tious words | -cious words |
| Week 9 | -tion/-sion revised from LKS2 | -tial words | -cial words |
| Week 10 | Silent 'k' | Silent 't' | Silent 'w' |
| Week 11 | -ough words | ie for the 'ee' sound | 'ei' words |
| Week 12 | Statutory words | Statutory words | Statutory words |

Year 6

| | Term 1 | Term 2 | Term 3 |
|---------|-------------------------------|--------------------|--|
| Week 1 | -able words | -ably words | -able/-ably with a prefix |
| Week 2 | -ible words | -ibly words | -ible/-ibly with a prefix |
| Week 3 | Prefixes revised from LKS2 | Hyphens | Hyphens |
| Week 4 | Prefixes revised from LKS2 | ff_r words | ff_r words |
| Week 5 | -ant words | -ance words | -ancy words |
| Week 6 | -ent words | -ence words | -ency words |
| Week 7 | Homophones | Homophones | Homophones |
| Week 8 | -ous revised from LKS2 | -tious words | -cious words |
| Week 9 | -tion/-sion revised from LKS2 | -tial words | -cial words |
| Week 10 | Silent 'b' | Silent 'g' and 'd' | Silent 'n' and 'g' |
| Week 11 | -ough words | ei exception words | Statutory words – 'y' for the 'ee' sound |
| Week 12 | Statutory Words | Statutory Words | Statutory Words |