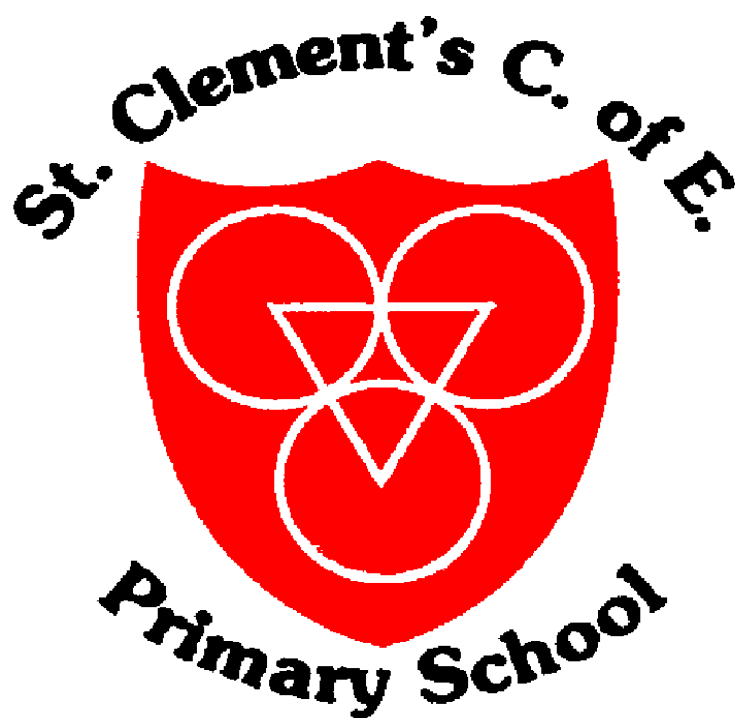


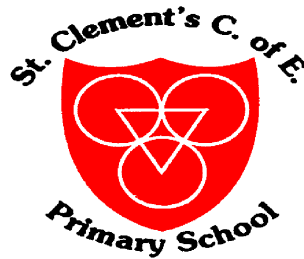
St Clement's C. of E. Primary School



Spelling Policy

Reviewed by HSH & JY (Literacy Leads): October 2025
Approved by JP (Head): October 2025

Due for review: October 2026



"With Faith, Hope and Love We Can Achieve Greater Things."

"Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance. Three things will last forever- faith, hope and love- and the greatest of these is love." 1 Corinthians 13:4-7 New Living Translation

Vision Statement:

At St Clements, we aim to ensure that everyone thrives within our caring Christian community. We will use our Christian Values and Bible verse to provide hope during difficult times, gain strength from our faith and ensure love guides us, as an inclusive school family, in all of our actions.

Our Christian Values: (Guiding our Thinking and Behaviour)

Love- (Core Value that all of our 6 Values Flow):

**Faith
Hope
Respect
Compassion
Forgiveness
Thankfulness**

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

Rights Respecting School Link to Articles: 1, 2, 3, 4, 5, 12, 14, 16, 17, 18, 19, 28, 29 & 41.

St Clement's C of E Primary

Spelling Policy

INTRODUCTION

This policy document has been written by the English Leads: Hayley St.Hill & Jenny Younge. It is a working document, which reflects the ethos and practice within the school in relation to the teaching of Spelling. It has been written with due regard to the requirements of the 2014 English National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

As a school we continue to promote the fundamental principals of our policy, we are now following the Write Stuff spelling schemes.

The Write Stuff approach to spelling:

What makes 'The Spelling Book' different from other spelling schemes?

The Spelling Book is not a scheme, it's more of a way of teaching spelling that relies on teachers to bring the 'wonder of words' to life. The Spelling Books provide structure and support to teachers whilst allowing enough room for creativity, ensuring that all National Curriculum fundamentals are covered. The Spelling Book system exceeds all expectations around making the teaching of spelling effective, and 'stickable', for children.

All of the concepts, activities and tasks within the books have been designed to increase 'stickability' and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.

The Spelling Book is the answer to the time-poor teachers' planning nightmares. The year view of detailed provision from Year 2 to Year 6 ensures pupils have a good understanding of the wealth of content within the books and they are able to self assess and monitor their own strengths and weaknesses in spelling. Through using the quality materials and comprehensive guidance within The Spelling Book, children will develop expertise and fluency. The books are adaptable, engaging and thorough, serving as a way to 'up the ante' in primary spelling provision.

In reviewing the approach teachers felt the proposed timetable was not always meeting the needs of our children or the pace of the approach was too fast to ensure application of spelling patterns, in response to this the English Leads proposed a new way to approach the teaching of spelling (see appendix 4). All pupils from Y2 – 6 now have spelling journals to record spelling investigations in and explore spelling strategies to support them to become more independent, confident spellers. Pupils are then encouraged to use the spelling strategies that they find beneficial in supporting them to correct spelling errors in their writing across the curriculum.

FUNDAMENTAL PRINCIPLES

St Clement's C of E Primary believes that spelling is an important aspect of writing, but it must not be allowed to dominate our response to children's writing. Very good efforts at writing can often be dismissed because of basic spelling errors and this can damage a child's perception of him or herself as a writer. We believe that a positive and interactive approach

to spelling will encourage children to recognise their achievements in spelling rather than allowing spelling to be associated simply with mistakes and corrections. Through careful teaching and using specific strategies to develop spelling through its stages, we can encourage children to investigate and overcome spelling problems, thus becoming more confident writers.

AIMS

- To teach spelling systematically throughout the school.
- To teach Phonological Awareness, Word Recognition, Graphic knowledge and spelling knowledge through our chosen phonics scheme 'Unlocking Letters and Sounds.'
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum.
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher.
- To make children aware of the 'Writing Process' so that they can write fluently, confidently and independently, concentrating on Spelling when and where it is appropriate.

DEVELOPING SPELLING:

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, eg wait, wate;
- Know the meanings of the homophones, eg been and bean, so that the correct spelling is used;
- Recall, eg by mental image, by memorising order of tricky letters, 'tricky' words;
- Know spelling conventions, eg relating to double letters;
- Look for similarities in the spellings of words which are etymologically related, eg sign, signal.

THE TEACHING OF SPELLING AT ST CLEMENT'S:

- Phonetic knowledge underpins the teaching of spelling in EYFS and KS1. It is expected that Key Stage 2 children will have a secure understanding of phonics and children will increasingly use morphology and etymology to support their spelling. Pupils need to understand the relationships between meaning and spelling where relevant e.g. understanding the links between medical and medicine. Pupils will also understand the

principles of prefixes and suffixes. Teachers will be aware of spelling patterns taught throughout the school so that rules can be consolidated and built on.

- All teachers to teach spelling once a week, during allocated grammar sessions.
- Teachers to teach patterns which arise in sessions e.g. model how to spell certain words and collect/model other words which follow the same pattern.
- Spelling should be reinforced during handwriting sessions and taught in context across the curriculum.
- Spelling should be taught to cater for the needs of all learners, with a key focus on games. In order to guide children to becoming more confident spellers, the teaching of spelling is as investigative as possible. The lessons provide visual, auditory and kinesthetic elements in which the children play a vital role in their own learning.
- Spelling investigations can be sent home with the class for homework or for KUNCU homework if pupils are struggling with specific spelling patterns.
- Spelling provision/focuses should be apparent on the Literacy Learning Journey.
- Children should always be encouraged to try to use and spell ambitious vocabulary. Where they attempt ambitious words, a dotted line will be placed by the child under the attempt.
- Raintree spelling program/Support for spelling resources (Teachers only – Literacy Folder) can be used to support the teaching of spelling.
- All children have a log in for Spelling Frame which also has lots of interactive resources that can be used during lessons.
- When pupils are writing, pupils may put a dot under spellings they are unfamiliar with/found challenging to spell and need support with how to spell it/check how to spell it.

THE CLASSROOM ENVIRONMENT:

At St Clement's we believe each child should have access to the key words they may use in their writing. These should be displayed in the following ways:

- Key spellings displayed on English walls.
- Spelling patterns/sound of the week should be displayed and referred to daily and activities linked to them displayed in the environment.
- Children to have spelling logs/SPAG books for investigative work.

EDITING AND MARKING SPELLING:

Within the Literacy lesson, proof-reading and editing techniques are taught using 'Teacher Demonstration' and 'Shared Writing' teaching methods. The children are made aware that checking their work for spelling mistakes is a vital and important part of the 'Writing

Process'. We agree as a staff that children should have the ability to proof-read work independently and not waste time queuing up to have their writing checked. We also want to avoid the scenario where children become accustomed to teachers proof-reading their work and finding all the mistakes for them. Children should therefore put a dot under spellings they are unsure of/need to check.

Teachers will put an Sp in the margin/or at the end of a paragraph/piece of writing to highlight there are spelling errors. (See marking policy for more details). Teachers will use their own judgement when identifying spelling errors and which spellings should be a focus to correct e.g. the non-negotiable (spelling the child should know) spelling patterns they have been taught.

However, to support pupils with spelling errors teachers may provide visual aid/strategies to support pupils retain spelling patterns they are having difficulty learning/retaining. (See appendix 1). Some pupils will have book marks/pencil check lists (see appendix 2) with key words they are spelling incorrectly, and should also have spelling strategies to support them. We will also develop pupils' confidence with spelling by marking for positives e.g. identify parts of the word they have got correct and celebrate this.

Marking Writing:

When marking work across the curriculum, teachers should identify and correct a minimum of 5 spellings in a piece of work. Teaching staff do need to be mindful with the marking of spelling, especially for pupils where spelling is a weakness. Teachers need to **celebrate** the parts of the word pupils have spelt correctly to build on self-esteem and identify a 'selection of spellings' for the pupils to fix – it is essential teaching staff are providing pupils with spelling strategies/prompting pupils to find spelling strategies which will help them to spell the words they find challenging. This should be evident in the marking or added to the pupils spelling bookmark/spelling journal. Pupils could be provided with a KUNCU task to support them to embed spelling strategies for the identified spellings the pupil has struggled with. Research shows pupils struggle to retain more than 5 spellings at a time – so this is something to consider when marking spelling. Children should have opportunities to respond to this marking. Pupils should be encouraged to check independently the spellings they identified by dotting their spelling strategies, using a dictionary or asking a peer/member of staff to support them to spell the word. It is important pupils are not wasting quality learning time finding how to spell a word. Teachers should support pupils with the spelling/s they are finding challenging by **giving** them the word and supporting them to find a spelling strategy which will help them remember the spelling for the future.

Dictionary Use:

There are a range of dictionaries and thesauri in each class which are differentiated to suit the range of needs within the Literacy groups. As well as doing investigations using

dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during Guided Reading in order to research the meaning of an unknown word. **However**, children should be encouraged to use ipads and computers available to use to support with spelling and define words, as children looking in dictionaries can take their focus away from their thought process or their writing focus. Teaching staff will also be walking dictionaries and support pupils to define the meaning of words, if it is taking pupils' time away from learning to look words up etc.

Assessment and Spelling:

Target tracker should be used regularly to assess which spelling patterns pupils are working towards, gaps in spelling from previous years should also addressed (See appendix 3). In addition pupils may be tested on their spelling application as part of a Grammar test at the end of KS1 and 2.

Homework:

- Sending lists of spelling patterns home, so pupils can familiarise themselves with the pattern
- Spelling investigations
- Flash cards for key words
- Regular reading to also support pupils awareness of spelling
- Key Vocabulary/technical vocabulary being sent home for topics being studied in class