

# HIGHWOOD PRIMARY SCHOOL



## SPELLING POLICY

<b>This policy was reviewed in:</b>	<b>December 2023</b>
<b>It was ratified by the Governing Body on:</b>	<b>6 February 2024</b>
<b>The policy is due for review in:</b>	<b>March 2026</b>

## Spelling Policy

### **Rational**

At Highwood 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. By using specific strategies to develop spelling through its stages, we can encourage children to investigate and overcome spelling problems, thus becoming more confident writers.

The development of spelling stages:

1. Pre-communicative spelling
2. Semi-phonetic spelling
3. Phonetic spelling
4. Transitional spelling
5. Correct spelling

To develop our pupils as good spellers we:

- Teach spelling systematically throughout the school.
- Teach phonological awareness, word recognition, graphic knowledge and spelling knowledge.
- Encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum.
- Equip children with strategies to attempt to spell unknown words independently.

### GUIDELINES:

- In Reception and Year 1 much of the teaching of spelling is delivered within daily phonic sessions following the Little Wandles phonics programme.
- In year 2 we follow Little Wandles " Bridge to Spelling" and Spelling programmes.
- From year 2 upwards the focus is on knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the *learning of spellings*, including statutory words, common exceptions and personal spellings.
- There is to be a minimum of one weekly spelling lesson, with regular reference made to this during other lessons.
- Children are taught to Look, Say, Cover, Write Check their spellings daily.
- Children are taught a number of strategies to help them learn their weekly spellings. Within the sessions, a range of strategies for learning spellings are introduced and practised. This allows the children to choose the strategies they find most effective for learning different words.
- Children are given weekly spellings to practise at home

Grapheme Chart from Little Wandles

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou