



## St Luke's Catholic Primary School Spelling Policy

### Mission Statement

As God's family we learn, love and laugh.  
 Together: Love one another, forgive one another  
 Work together, play together,  
 Worship together, be happy together.

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2017	M Williams		D Mc Cabe	P Stitt
2023	C Kellacher / C Fairman			P Stitt

### Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
2020	Update	M Williams	
October 2020	Update	C Palmer	February 2021
September 2021	Update to reflect new scheme of work	C Palmer	September 2021
June 2022	Update	C. Fairman	June 2022
September 2023	Update	C Kellacher	Awaiting approval

Signed \_\_\_\_\_ Date \_\_\_\_\_  
 Chair of Governors

## Intent

At St. Luke's Catholic Primary School, we believe that good spelling is an essential skill, which allows children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers, they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies, we equip them with the independence to attempt spellings before asking for adult help.

At St Luke's, we follow the objectives set out in the National Curriculum to:

- Ensure that pupils become confident and competent spellers
- Enthuse and fascinate pupils about words and language
- Develop pupils spoken language skills
- Promote collaborative learning in the classroom
- Develop an engaging spelling environment across school

Through our teaching of spelling, we aim to ensure our pupils:

- Develop and use a range of effective spelling strategies
- Develop creativity and the use of more ambitious vocabulary in their writing
- Write independently
- Enhance their proof reading and editing skills
- Identify patterns in words and spellings

This policy aims to ensure that we:

- Provide equal opportunities for all pupils to achieve success in spelling
- Guide each child towards becoming an effective speller

This policy exists to:

- Provide a point of reference for teaching and support staff for when they are planning the delivery of spelling skills/ rules
- Ensure continuity in practices and progression in spelling skills

*By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.*

## Implementation

Spelling is taught as part of a planned programme, following the requirements of the National Curriculum (2014).

In EYFS, Year 1 and Year 2 we follow Little Wandle's Letters and Sounds- a Systematic Synthetic Phonics programme. In KS2, we follow The Literacy Company's **Pathways to Spell**. In our mixed-age classes, we work on a 2-year cycle. Cycle A follows Year 3's Pathways to Spell programme in Class 3/4 and Year 5's Pathways to Spell programme in Class 5/6.

In addition, handwriting lessons; shared and guided reading and writing sessions afford many

opportunities for talking about spelling, revisiting, and practising strategies.

The ***Pathways to Spell*** programme is used for whole class teaching and allows for consolidation of spelling rules from previous year groups. Each week, pupils aim to achieve two spelling objectives: a review of a previously taught spelling pattern or rule and a mastery spelling focus- the key learning outcome for the week. Each term, there is a focus on common exception or word list words and homophones (where appropriate).

### **Foundation Stage and Key Stage 1**

Phonics is taught systematically in Key Stage 1. At St Luke's, we teach phonics using ***Little Wandle Letters and Sounds Revised***.

A discrete teaching period of 20 minutes takes place daily within EYFS, Year 1 and Year 2.

Children will be taught:

- The grapheme-phoneme correspondence in a clearly defined sequence
- The skill of segmenting words into their constituent phonemes to spell.
- That blending and segmenting are reversible processes.

### **Pathways to Spell**

To support the teaching of phonics, spelling will also be taught four times a week, for approximately 20 minutes, using ***Pathways to Spell***. This programme begins in spring term of Year 1 to allow for the focus on reading to be developed via phonics sessions during the autumn term. ***Pathways to Spell*** then runs alongside our phonics sessions for the remainder of the year to support the teaching of the Year 1 National Curriculum alongside the spelling elements being taught in phonics lessons.

In Year 2, we assess the children before they are able to exit the phonics programme. Once the children are secure with their Phase 5 phonics knowledge, we follow ***Little Wandle's Fluency Programme***.

### **Key Stage 2**

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives from the 2014 English curriculum; this teaching is also supported by The Literacy Company's ***Pathways to Spell*** programme.

Spelling is taught discretely three times a week, but children have many opportunities across the entire curriculum to practise and embed what they have learned. Regular spelling lessons afford children the opportunity to learn new spelling rules and patterns, as well as words from the statutory word lists for their year group.

Similarly to KS1, sessions follow a clearly structured cycle for learning across either 1 or 2 weeks, depending on the complexity of the mastery focus being covered.

One week learning cycle:

	Session 1	Session 2	Session 3
Week 1	Review	Explain & Practise	Apply & Reflect

Two week learning cycle:

	Session 1	Session 2	Session 3
Week 1	Review	Explain	Practise
Week 2	Review	Practise & Apply	Apply & Reflect

### **Impact**

At St Luke's, the implementation of the teaching of phonics and spelling is well established and taught thoroughly throughout both key stages. This allows our pupils to develop into effective and confident writers, through developing and using a range of effective spelling strategies.

Teaching staff monitor their pupils through observation, teacher assessment, marking work and testing. The English Subject Lead will regularly review the spelling action plan and will work with the SLT to evaluate any relevant areas of the School Development Plan when appropriate.

### **Assessment**

Children are assessed regularly in each phase of the Little Wandle Letters and Sounds programme before moving on to the next phase. Ongoing assessment also takes place in KS2 as part of their regular spelling lessons.

Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching. When marking spelling within writing, teachers refer to the school's Feedback Policy. Once a child is secure in their spelling of a word, it will not be accepted spelt incorrectly.

Spelling assessments are administered across school on a termly basis. As part of the end of Key Stage 2 assessment, the children in Year 6 will undertake the Spelling, Punctuation, and Grammar test.




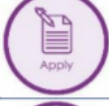

### **Inclusion**

At St Luke's, we teach spelling to all children, whatever their ability and individual needs. It is part of the school curriculum policy to provide a broad and balanced education to all children. If there are occasions where pupils have made limited progress, individual programmes for teaching and support are drawn up as appropriate by the teacher, to be implemented by TAs (as appropriate) in consultation with the SENCO and parents.

In keeping with the school policy on Equality, the teacher will be aware of the different and individual needs of each child with regards to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender. Equality of opportunities is always observed with positive attitudes to spelling development being irrespective of disability, gender, race, ethnic origin, culture, language or religion.

## Pathways to Spell Learning Sequence:

Learning is sequenced in five stages as follows:

<b>Review</b>		Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
<b>Explain</b>		Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
<b>Practise</b>		Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
<b>Apply</b>		Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
<b>Reflect</b>		Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.