



### **English Intent**

At Neville's Cross, English and the teaching of English is embedded throughout our curriculum. English at Neville's Cross is not just a stand-alone lesson and instead we view it as a vital part of our children's whole development; we provide our children with many exciting, enjoyable opportunities and experiences, to develop their English skills throughout all subject areas. Our curriculum is designed to ensure that all of our children will be able to confidently communicate their knowledge, ideas and emotions through their reading, writing and language. We place great importance on providing our children with a variety of high quality texts, which will inspire them to develop as life-long readers, writers and linguists. Our texts are carefully chosen by staff to be progressive, varied and engaging so children are regularly exposed to a variety of authors, genres and styles, to broaden their wider vocabulary and interests. Texts are often linked to class projects for continuity of learning and children explore and analyse their texts in whole class reading skills and writing lessons as well as enjoying the simple pleasures of listening to their teachers read them their 'class novel' every day. We believe that reading is a key tool for life and teaching our children to become articulate readers is absolutely integral to what we do at Neville's Cross, ensuring that they possess the essential skills and enthusiasm to learn for the rest of their lives. We begin this in our Early Years Foundation Stage by teaching children the key skills in blending and segmenting through teaching daily phonics sessions, using the systematic 'Letters and Sounds' scheme alongside encouraging our children to read for enjoyment in our inviting classroom reading areas. We ensure that our children develop a secure knowledge base in English and set important foundations for spelling and grammar, following a clear pathway of progression from Nursery to Year 6, using the 2014 National Curriculum. We nurture a culture in which children can take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We place high standards on presentation and we follow the 'Penpals' scheme for handwriting to ensure that children develop a clear and consistent cursive script, preparing them for their secondary education. We value the importance of this alongside their basic skills and children are encouraged to check their 'non-negotiables' in every piece of work that they complete, regardless of the subject area. We view writing as a creative process rather than as an end result and we ensure that our children at Neville's Cross can refine and edit their writing over time, developing their independence and resilience to improve their own work. We recognise every child as an individual and we do not place ceilings on what they can achieve in English; we ensure that every child is supported to make progress along their school journey with us and we always celebrate their successes.

This spelling policy has been designed as 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 English National Curriculum (2014) and it will be monitored and evaluated according to changes within these documents as and when they arise.

### **Our Aims:**

- To teach spelling systematically throughout the school; and to adopt a whole school approach;
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Letters and Sounds' scheme of work;
- 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 encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell, that may not have the same effect on their writing;
- 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.

### **To develop our pupils as efficient spellers we:**

- Teach them to segment words into component phonemes;
- Help them to know which graphemes represent the phonemes in words;
- Teach them to distinguish visually between words which are 'legitimately' spelled, e.g. wait, wate;
- Help them to know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used;
- Give them opportunities to recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words;
- Teach them common spelling conventions, e.g., relating to double letters; • Look for similarities in the spellings of words which are etymologically related, eg, sign, signal.
- Encourage them to use dictionaries to proof read and edit their writing



### Our Approach

#### EYFS and KS1

Phonetic knowledge underpins the teaching of spelling in EYFS and KS1. At Neville's Cross Primary School, we use the 'Letters and Sounds' scheme of work to support children in developing their phonetical understanding; this is taught daily and consolidated during writing sessions and when writing across the curriculum

In Key Stage 1 and Key Stage 2, the school follows the 'Twinkl' spelling scheme to support and facilitate learning. In Year Two, children who have passed the phonics screening check will follow the KS2 expectations for spelling in line with the Year Two National Curriculum objectives. Please refer to our phonics policy for more information.

#### Key Stage 2:

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology and etymology to support their spelling. Phonics is not taught explicitly (unless as an intervention) but is still consolidated through the teaching of spelling, reading and handwriting. In addition to consolidating phonetical understanding, in KS2, children need to understand 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.

In Key Stage 2, spelling is taught and revisited regularly in both morning task time and in discrete teaching time. Spelling is also reinforced during handwriting sessions and taught in context across the curriculum.

Spelling lessons are taught to meet the needs of all learners, with a key focus on spelling strategies and 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.

#### Progression

Please refer to our specific progression documents for spelling and grammar to see details of the content and skills taught from Nursery to Year 6.

#### Assessment and Home Learning

Spellings are marked consistently across the curriculum; see the marking policy for more information. Spelling is promoted as part of our home learning (see Home Learning policy) and children are expected to practice their year group words (Common Exception words) and their weekly spellings (following our 'Twinkl' scheme). Children from Year One to Year Six all receive a spelling menu at the start of every half term to outline the spellings that they should practice. This is appropriate to their current needs.

Spellings are tested the following informally in Key Stage One classes and formally in Key Stage Two. Teachers write spelling results in the child's weekly planners and use the results to inform further planning and provision. Children are encouraged to use the look, cover, write check method to learn their spellings alongside other methods included on their spelling menus. Spellings are taken from the statutory spelling lists for each year group alongside age appropriate word lists in the 'Twinkl' Scheme. All spelling lists meet the requirements of the National Curriculum.

Teachers track children's progress in spelling in school. Children who are not making progress are offered different spelling lists and interventions to help them in lessons.



**Equality and SEND**

All of our children have equal access to spelling lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children with special needs will be identified and work within their individual level. If needed, they will have an individual action plan and work with support under the direction of the class teacher. Teachers work closely with our school SENCO to match spellings for our children with special educational needs.

**Resources: dictionary use**

There are a range of dictionaries and thesauri in each class which are differentiated to suit the range of needs within the class. As well as carrying out investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during writing lessons in order to research the meaning of an unknown word. There are times when children also have iPads and computers available to use to support with spelling.

**Glossary of terms:**

Morphology - The study of the forms of things e.g. how a word is formed.

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history.