



**Our Lady and St Philomena's Catholic Primary School**  
**Spelling Policy**

<b>Approved by:</b>	<b>Governing Body</b>	<b>Date: September 2024</b>
<b>Last reviewed:</b>	<b>September 2024</b>	
<b>Next review due by:</b>	<b>September 2025</b>	

### **Rationale**

At Our Lady and Saint Philomena's Catholic Primary School we aim to enable children to become confident, accurate and independent spellers.

*Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.*

English programmes of study: key stages 1 and 2 (National curriculum in England 2013)

### **Development of Spelling**

Spelling is developed through the use and application of CUSP Spelling Programme, phonics (Read Write Inc), the use of dictionaries, thesauruses and word banks.

### **Spelling Curriculum Content and Planning**

The spellings to be taught from CUSP Spelling, subject specific and technical words, analysis of children's needs and the English programmes of study: key stages 1 and 2 (National curriculum in England) English appendix 1 spelling.

Planning follows CUSP. Spellings are taught daily in the afternoon and recorded in Spelling Books. Differentiation within a year group is through scaffolding and not through using words from the year above or the year below.

### **Frequency of teaching**

Spelling is taught in sessions of 15 minutes long. These sessions are clearly marked on each class timetable.

### **Teaching method**

Teachers use a variety of strategies to teach spelling e.g. rule investigations, collaborative learning, spelling challenges and spelling journals.

Children are encouraged to develop independent strategies (some will be linked to phonics) including the use of dictionaries and deciphering the etymology of a word from words similar in meaning to. Children are not expected to check the spelling of every word that is unknown to them as this will be detrimental to the overall writing process. Children are encouraged to use ambitious vocabulary.



## **Marking**

When marking written work teachers do not correct every misspelled word. They select a maximum of 5 misspelt words and indicate them with a circle around them. The words selected are words that of greatest importance to learn such as words already taught in SIL spelling toolkit, subject specific and technical words, and words from the English programmes of study: key stages 1 and 2 (National curriculum in England) English appendix 1 *spelling*. Children are then required to correct 2 of the words using a dictionary, if they are able to and to write the corrections at the end of their writing (KS2), above the word (KS1) or at the end of the writing if there is no space within the text. If the required words are not in the dictionary then support should be given by the teacher. The teacher will correct the further 3 misspelt words.

## **Targets**

Targets are derived from marked written work. The number of target words should be appropriate to the child and up to a maximum of 5. When a child misspells a word (that has already been brought to their attention) for a second time then this becomes a target. Target words are encouraged within work and children are expected to work hard to learn these words. When it is spelt correctly on three separate and consecutive times then a new target is set.

## **Monitoring and assessment**

Assessment is at several levels.

The children assess themselves through peer and self- marking. They will also develop their awareness of which spellings have still to be learnt through weekly spelling tests and through the targets set for them by analysing their work with their teachers.

Teachers assess through marking of work, application of taught spelling strategies and the analysis frequently repeated mistakes.

Monitoring is the responsibility of the class teacher and SLT along with other advisory bodies.