

Penshurst CE Primary School	
Spelling Policy	
Subject Leader	Katy Foy
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Spelling Policy

Intention

At Penshurst CE Primary School we firmly believe that good spelling is an essential skill which allows the 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.

We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

Aims and objectives

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies
- Provide consistency in how spelling is taught across the school.
- Ensure that all teachers have the deep subject knowledge required to teach the statutory content of the National Curriculum for Spelling.
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings and reason with these.
- Promote a positive and confident attitude towards spelling
- Help children recognise that spelling is a lifelong skill
- Provide equal opportunities for all pupils to achieve success in spelling

Implementation

- Years 2 - 6 follow the CUSP spelling programme which is organised into 2-week blocks, with each block covering a particular set of key concepts, including spelling patterns, etymology and morphology and reasoning about spelling. These blocks are made up of three lessons per week: 2 x 15 minute (minimum) discrete Spelling lessons and 1 x spelling starter for the final Writing lesson of each week.
- Systematic revisiting and incremental progression is inherently written into the long term sequence, both within and across year groups.
- EYFS and Year 1 follow the Phonics Programme to develop their spelling strategies (see Phonics Policy and SSPP handbook) Year 1 then has 6 blocks, which are delivered during the summer term, to begin to build on pupils' strong grasp of phonics at this point.

Impact

At Penshurst CE Primary School we recognise that testing pupils on lists of words in isolation only tells us one part of the story. For us to truly understand whether pupils have mastered the spelling concepts that we have taught them, we need to look at their application of this knowledge alongside their wider spelling toolkit at both word level and sentence level. This will be done as part of writing moderation and marking.

CUSP spelling does also provide each year group with three yearly diagnostic spelling assessments. These provide teachers with a way of identifying where children have not secured previously taught concepts so that later teaching can be amended to include targeted revision.

As a school we also use Single Word Spelling Test (SWST) to provide a summative measure to track children's spelling progress. This takes place three times a year.

Successful Teaching, Learning and Assessment

- Teachers and other staff have a deep subject knowledge of the spelling strategies and concepts being taught, as well as those previously taught to children in their year group.
- Assessment information is used to inform future planning so that concepts are revisited where necessary and infiltrated into Writing sessions. This includes identifying pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well
- Spelling sessions are consistently taught and use the CUSP resources to ensure consistency.
- The Peshurst Phonics Programme resources are used where necessary to support CUSP spelling concepts, enabling the children to draw on previously taught knowledge and make links in their learning.
- The contribution of Teaching Assistants has a significant positive impact on children's progress
- Children demonstrate the characteristics of effective learning and positive learning behaviours
- Well-being and involvement in learning are high
- Progress over time is very good.
- Achievement is high overall and ensures that the school meets National Curriculum standards, with children confident in using the spelling lists set out for the end of Year 1, Year 2, Year 3+4 and Year 5+6