



Longford Primary Academy

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Spelling Policy

Practices and Procedures

Spelling lessons comprise of the four-part cycle: Revise/ Teach/ Practise/ Apply & Assess. This teaching sequence is then broken down further to:



Progression in Spelling

Foundation Stage

The emphasis at this stage is multi-sensory linking the teaching and practising of letter shapes and patterns with the development of pupils' ability to listen to, and discriminate between, the constituent sounds, which make up a word. Pupils learn to make connections between sounds (phonemes) and letters (graphemes) used in spelling/ writing. They learn 'tricky' words and practise them in their reading and writing. This is delivered through Phonics (Letters and Sounds) which are taught for 20 minutes every day.

Year 1

The progression in the Letters and Sounds programme continues to be taught on a daily basis for 25 minutes for pupils through Phonics. For spelling purposes, the emphasis is on the pupils' ability to segment words and phonemes for writing, matching the most likely grapheme/s (letter/s) to each phoneme by accessing the alphabetic code. In addition, pupils learn to spell a number of 'tricky' words, high frequency words and common, exception words as listed in the National Curriculum to

enable them to write fluently. Pupils are taught how to use a range of word banks, sound mats and their knowledge of word families. By the end of Year 1, the expectation is that most children will be secure at Phase 5 in BOTH reading and spelling. Additional discreet spelling sessions will take place to further support the Year 1 programme of study, such as the learning of prefixes and suffixes.

Year 2

Year 2 build upon the Year 1 teaching methods, with a large percentage of the first half of the Autumn term revisiting Phase 5. Year 2 pupils then begin to investigate and learn to use common spelling patterns, frequently used homophones, prefixes and suffixes in their own writing. Discreet spelling lessons are taught for 25 minutes on a daily basis and follow the school's spelling progression map.

Key Stage 2

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the National Curriculum. These are also supported by the school's spelling progression map. Discreet spelling lessons continue to take place daily for 25 minutes with a weekly focus.

The school's spelling progression map (from Year 2 to Year 6) takes the form of half-termly plans that follow a model of five spelling sessions across the week:

| Y3 Autumn 2 | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> To teach common homophones To understand and apply the prefixes mis- and re- To teach the /i/ sound spelt 'y' To learn the skill of proofreading To teach words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt as '-que' (French in origin) | | | |
| Week | Spelling Pattern | Rules and Strategies | Example Words |
| 1 | Revise homophones and near homophones Teach homophones using alternative 'a' phonemes | Make links to common GPCs 'a-e' 'ai' 'ay' 'ey' 'eigh' | Brake/break main/mane Great/grate plain/plane Weight/wait rain/reign/rein |
| 2 | Teach the prefix mis- and re- | The prefix mis- has a negative meaning The prefix re- means 'again' or 'back' | Misbehave, misfire, mishear, misplace, misread, mistake, misunderstand, misuse, misadventure, miscalculate, misfortune, misinform, misjudge Refill, reform, refresh, refuse, repay, replace, replay, return, reuse, revisit, redo, rewind, react, reject, redo, renew, reheat, repeat, rewrite, rewind, remove, retake, recycle, rebuild, renew |
| 3 | Teach the /i/ sound spelt as 'y' elsewhere than at the end of words | These words should be learnt as needed | Myth, gym, Egypt, pyramid, mystery, hymn, crystal, lyric, mystery, oxygen, physics, symbol, system, symptom, syrup, typical |
| 4 | Teach words ending with the /g/ sound spelt as '-gue' (French origin) | Use a phonic approach - teach as a trigraph with phonemes and graphemes | League, dialogue, plague, vague, fatigue, intrigue, rogue, tongue |
| 5 | Strategies for learning words: words from spelling and personal lists | <ul style="list-style-type: none"> Pyramid words Identifying tricky parts Trace, copy, replicate Look, say, cover, write, check Have a Go - choosing your best bet out of 3 | See Y3/4 Statutory word lists |
| 6 | Teach words ending with the /k/ sound spelt as '-que' (French in origin) | Use a phonic approach - teach as a trigraph with phonemes and graphemes | Technique, cheque, unique, antique, plaque, picturesque, grotesque, opaque, physique |