



Spelling Policy

Reviewed – November 2022

To be reviewed – November 2025

Spelling Policy

At the Acorn Federation we believe that learning to spell accurately supports children to record learning in all subjects. We support all of our children to become accurate spellers who can apply their knowledge of spelling patterns in a wide range of situations.

In order for our children to achieve this, staff at the Acorn Federation will use the No Nonsense Spelling Programme. Through regular spelling teaching, we ensure all children make progress in spelling and all staff have high expectations of the children when applying these skills to their written work across the curriculum.

Historically our children have learnt spellings each week for a weekly test. Pupils often achieved high scores in the weekly test but then were unable to retain the learnt spelling so that they could apply them at the moment of writing. Therefore, we have moved away from weekly spelling tests to a programme that teaches our children strategies to help them spell words. Children will still be tested on spelling the National Curriculum Statutory words to check on the progress they are making and their ability to apply the strategies they have been taught.

Staff follow the No Nonsense Programme with fidelity, this ensures that teaching is consistent between all staff and children are able to focus on the new learning in the lesson.

Aims

Children in the Acorn Federation will:

- Learn to spell with ease, good understanding and confidence.
- Develop an ability to apply the strategies they have been taught to ensure spelling when writing is accurate.

Statutory Requirements

The National Curriculum states, -

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

Please click [HERE](#) for the English Appendix 1 – Spelling. This provides detailed information of the spellings children should learn each year.

Subject Organisation

In Year One pupils have daily spelling sessions, they focus on the tricky words learnt in All Aboard phonics sessions. They participate in adult led, practical sessions learning how to read and spell

the words, e.g. whiteboard work, words in sand, chalks outside, strategies from No Nonsense Spelling are introduced. The order of spellings that will be focussed on can be found in Appendix One.

In Year Two pupils have daily spelling sessions.

In Years Three, four, Five and Six pupils have two or three spelling lessons each week.

Pupils in Years Two to Six, record their learning in Spelling Books.

Marking and Feedback

Children work in small groups during spelling sessions. In the garden Class an adult works with the group and is able to respond verbally to the work they are doing. Staff use this time to address misconceptions in the moment and support children with correct letter formation.

In the Meadow Class groups may work with an adult or independently. When an adult is supporting a group directly they respond verbally to the work they are doing. Staff use this time to address misconceptions in the moment. Staff check in with groups that are working independently and at the end of the session speak to the children about their learning and check what they have been doing, either addressing misconceptions at this time or in the next spelling session.

Assessment

Children are assessed every half term on their spelling of the National Curriculum Statutory list. This then informs words needed to be learnt at home.

Inclusion in Spelling Sessions

When planning spelling sessions, staff in the Acorn Federation carefully consider the needs of all children in order to support them in reaching their full potential. Children with Special Educational Needs are encouraged to take part when and where this is appropriate and may follow additional intervention programmes and have extra adult support to ensure progression.

Equal Opportunities

We have high expectations for **every child**, regardless of their background, ability or circumstances and value what each individual child brings to our school. We recognise that children learn best when they are happy, healthy, safe and engaged and so, in order to engage all children, diversity is celebrated.

Role of the Subject Leader

The subject leader for English is Mrs Bosley. The subject leader is responsible for maintaining/improving the standards of teaching and learning in English, including phonics by:

- Monitoring and evaluating English, including phonics; pupil progress, planning, marking and feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English, including phonics, education

Homework

Please see Appendix One for information on our expectations for practising spellings at home.

Parental Involvement

We aim to involve parents as much as possible in school life, and therefore in the development of children's skills, knowledge and understanding in English. Parents receive the 'Practising Spellings at home' document. Handwriting sheets with spellings to be practised using strategies from No Nonsense Spelling are sent home weekly in the Meadow Class.

Formal parent meetings take place on two occasions across the school year where parents are updated on their children's progress, attainment and effort in reading and writing and a full written report is provided at the end of the academic year, detailing their child's achievements in English alongside other curriculum areas. In addition to this, parents and/or teachers can organise additional formal meetings if they feel necessary and they have the opportunity to chat with staff in the playground each day, before and after the school day.

The results of statutory assessments are reported to parents in accordance with government legislation.

Appendix 1: Year One Spellings

Week of academic year	Tricky Words / High Frequency Words	Phase	Revision	This Year – 2022/23	
				Term	Week
Week 1	the to and is I	2	<p>Each week staff will choose words from previous lists for children to revise.</p> <p>This will be informed by – errors made in written work, confidence when spelling words, information from revision weeks.</p>	Autumn 1	1
Week 2	go no of				2
Week 3	we me be he she	3			3
Week 4	was my live you				4
Week 5	they are all what				5
Week 6	said so have	4			6
Week 7	Revision Week				7
Week 8	Mr, Mrs, Ms their people	5: Unit 1		1	
Week 9	oh there looked asked			2	
Week 10	called could should would			3	
Week 11	the to said eye	5: Unit 2		4	
Week 12	he of know was you			5	
Week 13	they on she is for			6	
Week 14	at his but that with			7	
Week 15	Revision			8	
Week 16	all we can are great	5: Unit 2		1	
Week 17	her my her what says			2	
Week 18	out this have went be			3	
Week 19	like some so not then			4	
Week 20	were go little as no			5	
Week 21	Revision			6	
Week 22	down dad big when it's	5:Unit 3		1	
Week 23	see word very look don't			2	
Week 24	come will into back from			3	
Week 25	children him which get just			4	
Week 26	Revision			5	
Week 27	now came oh about got	5:Unit 3		1	
Week 28	any friend laugh today want			2	
Week 29	their people your put could			3	
Week 30	house old too buy day			4	
Week 31	made time I'm if help			5	
Week 32	Revision			6	
Week 33	mouse called here off asked	5:Unit 3		1	
Week 34	who where how saw make			2	
Week 35	again many two different work			3	
Week 36	thought through though because shoe	5: Unit 4		4	
Week 37	water please whole hour busy			5	
Week 38	Revision			6	
Week 39	Revision			7	

Appendix 2: Practising spellings at home

As you will know, we are now following the No Nonsense Spelling Programme, which follows the requirements of the National Curriculum. Although the children are no longer having a weekly spelling test, we have included below some ideas to help your child with spellings at home.

The children in Years 2 to 6 are regularly learning spelling patterns in the classroom, moving away from the traditional practice of learning 10 spellings at home and being tested on them (usually on a Friday). Children often did well in the weekly tests but were unable to use their spellings in everyday writing. No Nonsense Spelling supports children to learn strategies for spelling so that they can spell words correctly in their written work.


There is a high expectation within the National Curriculum that pupils will learn many increasingly complex words. We are using different strategies to learn different spelling patterns.

Tips for learning spellings at home

It is helpful if learning at home can support the practice in school. We will soon be starting to send home words from the Statutory Spelling list for the children to practice. This will be in the form of handwriting sheets to start with. Please practise no more than 5 at a time over a week so that they become familiar.

Here are some other suggestions for practising spellings with your child.

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.

Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.	
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.	
Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. <div style="text-align: center;">  </div> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>	
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i> :	f _ _ ld
Pyramid words	This method of learning words forces you to think of each letter separately. You can then reverse the process so that you end up with a diamond.	<pre> p py pyr pyra pyram pyrami pyramid </pre>
Other strategies	Other methods can include: <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word. 	