



Context

At St Ebbe's, we want all children to have the tools to communicate their learning and ideas clearly through writing; mastering spelling is a key part of this.

The ability to spell enables pupils to become more effective writers. When spelling becomes more automatic, more time and energy can be put into creativity and purpose for writing.

We have high expectations of children when applying spelling knowledge in their writing and explicitly teach a range of strategies for children to become independent spellers.

We use the Read Write Inc¹. scheme to teach Phonics and Spelling. Developed by Ruth Miskin, it provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. The programme is designed for Reception to Year 2 children as the main EYFS and KS1 early reading programme and is taught as an intervention for children in Years 3 and 4. Read Write Inc. Fresh Start is our phonics programme with more age appropriate resources for older children in Years 5 and 6.

Policy

Teachers

- Teachers will teach the Read, Write, Inc. phonics programme in Early Years Foundation Stage, Year One and some of Year Two
- Most children from Year Two onwards, will be taught spelling rules, patterns, mnemonics and common exception words (tricky words) through the Read, Write Inc Spelling Scheme
- In Year 3, children who have completed the Year 2 spelling programme will begin the Year 3 spelling programme, taught by a TA. Children who are half-way through the Year 2 spelling programme, will finish the Year 2 spelling programme and then complete the Year 3 spelling programme, being taught by one of the class teachers. Children who are not yet ready for the Year 2 spelling programme will be taught an individualised programme by a teacher through precision teaching
- Teachers will use each aspect of Read, Write Inc. Spelling Programme as an evidence-based approach to the learning of spelling
- Teachers will provide each child with a Spelling Log Book to help children correct their own spellings
- Common exception words and homophones will be taught explicitly in lessons. These, along with the spelling rules, may be tested either as a whole class, in a group or on a 1:1 basis
- Spelling will be monitored through these tests, and children who need additional support will be identified and supported through Precision Teaching².
- Teachers will refer to spelling rules when teaching writing and across the curriculum. Teachers will make explicit links between spelling rules and writing tasks
- Teachers will teach children how to use independent learning strategies to work out how to spell words which are not automatic (e.g. vocabulary working walls, word mats, dictionaries, spelling log books, root words etc)
- Spelling will be marked appropriately for each child. Dot marking (within the margin) will be used in line with the marking policy. Where appropriate, spellings may be underlined or highlighted for children to correct

¹[Read Write Inc](#)

²[Precision Teaching](#)

St. Ebbe's Spelling Policy



- Teachers will send home a word list each term for children to practise. These words may be included in the Team Teach testing or Speed Spell¹.

Parents

- To assist children with learning to spell, parents should review the spelling rules at home, and help children practise the rule. These will be sent home via the Termly Newsletters
- Parents should help children practise their spellings during the week using different strategies outlined on the St. Ebbe's Strategies Grid
- Parents may also want to visit Oxford Owl³ for additional information to support children with phonics.

Children

- Children from Year 2 onwards will use their Spelling Log Books to record incorrect spellings
- Children will use spelling strategies to attempt spellings. If they are unsure, they can underline this and use a word mat, dictionary or display to correct when writing is complete. This ensures that the flow of children's writing isn't interrupted
- Children will be expected to correct spellings within taught rules, either independently or with teacher guidance.

How will we know it's working?

- Read, Write, Inc. assessments will show year on year improvement
- Helen Arkell Spelling Test scores will show reducing gaps between chronological and spelling age
- Year 6 spelling scores will exceed the national average
- Children will be able to explain strategies for learning to spell.

For more information ...

- [DfE Phonics information](#)
- [DfE Letters and Sounds](#)
- [Education Endowment Fund – Read Write Inc.](#)
- [Oxford Owl](#)
- [Using research to make informed decisions about the spelling curriculum](#) Rebecca Puttman

³ [Oxford Owl](#)