

The John Harrox Primary School Spelling Policy

SCHOOL INTENT

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

SPELLING INTENT

We aim for our children to become competent, consistent. We help them to:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.
- Use a range of effective spelling strategies and know age-appropriate spelling rules.
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and for writing.
- Know how to use a dictionary, thesaurus and how to check spellings effectively.
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve.
- Be imaginative, creative and challenge themselves with vocabulary.
- Have a positive and confident attitude towards trying unknown spellings.

SPELLING IMPLEMENTATION

To ensure that our children are able to become confident, accomplished and independent spellers we use:

- Our phonetic approach of Read Write Inc
- Spelling Shed Approach and Programme

In EYFS and Year 1, pupils practise spellings featuring the sound they are learning/revising that day during their Read Write Inc. session. From Reception, pupils are taught to use the 'Fred Finger' strategy to spell phonetically plausible words accurately. Once children can blend their words and use 'Fred fingers' for spelling, consonant-vowel-consonant words are sent home to spell.



High Frequency words (common exception words) are known as 'Red Words' for these pupils. These are explicitly taught and systematically sent home to learn.

At The John Harrox Primary School, we use the Spelling Shed Scheme from Years 2 - Year 6 to devise a comprehensive, yet accessible, progression in the teaching of spelling. Guidance is provided on how to teach the strategies, knowledge and skills pupils need to learn to become confident and accurate spellers.



The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings including statutory words and common exception words. The programme has a clear progression throughout blocks of teaching units across the year groups and comprehensively explains how to teach spelling effectivity.

Planning

In EYFS and Year 1 teachers following the Read Write Inc. planning format in which they plan which sounds will be taught in each day. These choices (based on the progression outlined by Read Write Inc.) informs which spellings will be practised each day. As children progress to the end of the RWInc scheme, they transition onto the Spelling Shed Scheme.

From Year 2 - Year 6, our spelling curriculum follows the planning cycle as outlined in the Spelling Shed spelling scheme.

SPELLING IMPACT

Assessment

Pupils in EYFS and KS1 are assessed every half term and the groups are reorganised accordingly. These assessments are carried out by the Read Write Inc Phonic Lead which allows for achieving uniformity within each group and indicates the correct access point for new entrants. This data is added to the Read Write Inc tracker to chart individual progress. The results of the assessments are shared with class teachers so that appropriate intervention can be put in place to ensure children 'keep up and not catch up'.

Pupils in Year 2 - Year 6 complete a weekly spelling test, which is marked and returned to pupils. Staff keep a record of these scores in order to plan additional support or identify gaps in pupil's knowledge. These results are used in conjunction with observations made by teachers when assessing pupil's pieces of writing particularly, but not exclusively, in their writing books when reaching an end of half term judgement. During writing moderation spelling is an area of focus and contributes to the overall judgement of a pupils' writing ability.

Monitoring, Evaluation and Review

This policy should be reviewed by all staff and governors on a regular basis. To ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training, The English co-ordinators keep an updated record of developments and monitors progress within this curriculum area. This policy will be reviewed in 2024. Evaluation of the policy and practice will take place annually.

English Coordinator: S Amess

Progression of Red Words through the Storybooks

* indicates 'Red for a while'

Red Ditty 1	<i>put</i>
Red Ditty 2	<i>the I</i>
Red Ditty 3	<i>no of</i>
Red Ditty 4	<i>my</i>
Red Ditty 5	
Red Ditty 6	
Red Ditty 7	
Red Ditty 8	
Red Ditty 9	<i>for*</i>
Red Ditty 10	<i>he</i>

Green Storybook 1	<i>your</i>
Green Storybook 2	<i>said</i>
Green Storybook 3	<i>you</i>
Green Storybook 4	<i>be</i>
Green Storybook 5	
Green Storybook 6	
Green Storybook 7	
Green Storybook 8	<i>are</i>
Green Storybook 9	
Green Storybook 10	

Purple Storybook 1	<i>to</i>
Purple Storybook 2	<i>me go</i>
Purple Storybook 3	<i>baby</i>
Purple Storybook 4	
Purple Storybook 5	
Purple Storybook 6	
Purple Storybook 7	
Purple Storybook 8	<i>paint*</i>
Purple Storybook 9	
Purple Storybook 10	

Pink Storybook 1	<i>all like* I've ('I' card, point to ve)</i>
Pink Storybook 2	<i>want call we her</i>
Pink Storybook 3	
Pink Storybook 4	
Pink Storybook 5	<i>she</i>
Pink Storybook 6	
Pink Storybook 7	<i>washing*</i>
Pink Storybook 8	<i>some</i>
Pink Storybook 9	
Pink Storybook 10	<i>so</i>

Orange Storybook 1	<i>what they do</i>
Orange Storybook 2	
Orange Storybook 3	
Orange Storybook 4	
Orange Storybook 5	<i>old</i>
Orange Storybook 6	
Orange Storybook 7	<i>was</i>
Orange Storybook 8	
Orange Storybook 9	
Orange Storybook 10	
Orange Storybook 11	
Orange Storybook 12	

Yellow Storybook 1	<i>saw watch</i>
Yellow Storybook 2	<i>school watch(es)</i>
Yellow Storybook 3	<i>small their</i>
Yellow Storybook 4	<i>were</i>
Yellow Storybook 5	<i>who tall one</i>
Yellow Storybook 6	<i>brother</i>
Yellow Storybook 7	<i>I'm</i>
Yellow Storybook 8	<i>there</i>
Yellow Storybook 9	<i>fall* any</i>
Yellow Storybook 10	<i>where wall*</i>

Blue Storybook 1	<i>does</i>
Blue Storybook 2	<i>other two</i>
Blue Storybook 3	<i>could ball</i>
Blue Storybook 4	<i>would wash* water</i>
Blue Storybook 5	<i>anyone over wasn't</i>
Blue Storybook 6	<i>through once son</i>
Blue Storybook 7	
Blue Storybook 8	
Blue Storybook 9	
Blue Storybook 10	<i>whole people</i>

Grey Storybook 1	<i>should come</i>
Grey Storybook 2	<i>many</i>
Grey Storybook 3	
Grey Storybook 4	<i>mother</i>
Grey Storybook 5	<i>above father here</i>
Grey Storybook 6	<i>buy bought</i>
Grey Storybook 7	
Grey Storybook 8	<i>great someone another</i>
Grey Storybook 9	<i>walk</i>
Grey Storybook 10	
Grey Storybook 11	<i>caught worse everyone</i>
Grey Storybook 12	<i>talk thought</i>
Grey Storybook 13	<i>love wear</i>

Common exception words for Year 1



Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

the	we	pull
a	no	full
do	go	he
to	so	me
today	by	she
of	my	house
said	here	our
says	there	friend
are	where	school
were	love	put
was	come	push
is	some	you
his	one	your
has	once	they
I	ask	be



Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

Spelling word list for Year 3 and Year 4



100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women



Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht