



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU

Spelling Policy

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Spelling

At Newport, we use the 'NoNonsense' spelling programme from Y2 – Y6. This scheme is practical and enhances the children's spelling skills through many varied ideas and strategies. Each class teaches 3 spelling sessions per week, based on the national curriculum spellings for their year group; and uses the 'teach, practise, revise or assess' approach. This scheme builds on high-quality phonics teaching by supporting children in understanding morphology, spelling strategies, the orthographic nature of words, patterns, word origins, common exception words and personal spellings. Each class will undertake its own spelling test each week based on the focus of the NoNonsense spelling programme.

In KS1:

High frequency words are taught specifically through the RWI programme and these are displayed in classrooms for children to access (word walls, laminated table posters). These words become non negotiables, once in year 2, where the children are encouraged to self-check, peer check and rewrite misspelt words in their independent writing.

In KS2:

Non-negotiable words are made clear to children within each year group and additional word mats/ charts are provided for SEN and lower ability spellers within classes for support.

Whilst we aim for our children to become confident writers with good self-esteem, we aim for them to achieve a competency in spelling which will allow them to succeed in the world. We encourage children to take risks with attempting spellings in 'try' books but also encourage a 'have-a-go' attitude to make plausible attempts, using phonic awareness and known spelling patterns and use the 'look, cover, say, write, check' approach as a method of teaching. If pupils have failed to communicate in writing because the piece is hampered by poor spelling, we address this by highlighting words spelt incorrectly and getting children to copy them out again in their books. Learning to spell is a cumulative process; materials used gradually build up pupils' spelling vocabulary by introducing new words and giving continual practise of words.