



## SPELLING POLICY 2017

### Introduction

At Stow Primary School, we believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Learning to spell is a process of learning and then applying patterns to new words. It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning. Although guidelines for the teaching of spelling are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best.

### Aims

At Stow Primary School we aim to:

- Raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.
- Encourage children to look carefully at the words.
- Provide opportunities to review and recall their learning- teachers must provide opportunities to consolidate learning throughout each week.
- Teach spelling in context- links to the oral use of the word and the formation of the word as a whole (handwriting).
- Ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them- accurate spelling and accurate letter formation go hand-in-hand.
- Help and encourage children; developing their confidence as competent spellers, because the ability to spell words correctly is often closely associated with good self-esteem.
- Develop and extend the children's vocabulary through shared, guided and independent spelling activities.
- Help children enjoy spelling and recognise its value.

### Teaching and Learning

We follow the principles of 'Read Write Inc.' when teaching spelling. The programme outlines the spelling patterns that should be taught in each year group, each term.

#### **Foundation Stage and Year 1**

The emphasis within the Foundation stage is on systematic, multi-sensory, high quality phonics work, which is embedded within a rich language experience. Spelling is taught within the Letters and Sounds phonic sessions (Refer to Phonics Policy for more information).

#### **Strategies**

##### **The alphabet**

Children need to realise the written symbols represent the words they see and hear. They need to understand that there is a direct link between phonemes (the smallest unit of sound in spoken words) and graphemes (the letter/number of letters which represent the sound). Children must be



taught the grapheme- phoneme correspondence in a clearly defined sequence and the skill of segmenting words into their basic phonemes to spell. Additionally, that blending and segmenting are reversible processes. Children in EYFS and KS1 may be taught in smaller key groups led by both teachers and/or teaching assistants. It is essential that children apply their knowledge of spellings, and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas - for example: topic activities, and child initiated play.

### **Rhyme and Alliteration**

Rhyme is important in developing children's phonic skills in reading. This is how they develop phonological awareness and sensitivity to the patterning of rhyming words. Nursery rhymes and alliteration also help children to focus. Children make more sense of the task of segmenting words if they use their phonics knowledge.

### **High Frequency Words**

Throughout each phase, children will be taught to read on sight and spell high frequency words (for the phase they are at). These words will be a mixture of decodable and tricky.

### **Tricky Words**

These are words which cannot be spelt using phonic knowledge alone at the phase they are introduced. (Words with unusual spelling for sounds).

## **Transition from Year 1 to Year 2**

By the end of Year 1, the expectation is that most children will be secure at phase 5 of Letters and Sounds, though sometimes further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. Once children are in Year 2 and secure at phase 5 of Letters and Sounds they will start the Read Write Inc spelling programme.

## **Year 2 and KS2**

The school expectation is that children in Year 2 will start the 'Read Write Inc' spelling programme. Each child will have their own Log Book and Practice Book to work in and will follow the programme run from the whiteboard. The children will be taught 5 x 15 minutes spelling sessions a week in Year 2 and 3-5 x 15 minutes spelling sessions in Key Stage 2. Children will take home 6 spellings in their log books to be learnt for peer testing.

Within the sessions (15-20 minutes), the children are taught:

- How to break up words into their correct graphemes by doing a dots and dashes activity.
- Root words with prefixes and suffixes.
- Mnemonics and strategies for learning irregular words.
- How to identify quickly their own frequently misspelt words.

The children are helped to embed new knowledge by articulating their learning at every step. Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying the highlighted spelling errors in their work, making reasoned choices about likely grapheme alternatives



and using a range of resources (dictionaries and word banks) for making corrections.

### **Spelling journals**

Alongside the Read Write Inc. programme, all KS2 children will have a Spelling Journal. At the beginning of the year, children will be tested on the 100 High Frequency words and any mistakes will go into the Spelling Journal. When these have been learnt, children will move onto the National Curriculum words; specific to their year group. Spelling Journals are used in school on a rota during Guided Reading sessions and any other spare opportunities. Children peer assess, but teachers and teaching assistants monitor closely to ensure words are spelt correctly and are being marked accurately. Children will have around 10 spellings at a time and they must get a spelling right 3 times before it is signed off.

Testing is at the discretion of the individual Class Teacher.

### **Class 5**

In this class, a 20/20 club is used for them to learn their spellings. All children still have a spelling folder with a selection of 20 spellings. These include commonly misspelt words taken from the year 5/6 National Curriculum word list, words from their current unit of the 'Read Write Inc' spelling programme and words from the 'Big Spell', which targets previous misconceptions and potential gaps in spelling knowledge. Additionally, these tailored word lists are designed to challenge the more proficient spellers. Children are peer tested on a Friday and their score is displayed in the classroom.

## **Whole School Strategies**

### **Learning and Practising**

Children will develop different strategies for memorising High Frequency (Tricky Words) or subject specific vocabulary.

- Syllables - To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)
- Base words - To learn my word I can find its base word, and then apply spelling rules. (e.g. Smiling – base smile +ing, e.g. women = wo + men)
- Analogy - To learn my word I can use words that I already know to help me (e.g. could: would, should)
- Mnemonics - To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)

### **Application of Spelling in Writing**

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- Shared writing- the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills.
- Guided and independent writing- the children apply what they have been taught. This is the opportunity to think about the whole writing process (composition as well as spelling, handwriting and punctuation).
- Marking the children's work- the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement.
- Teaching and practising handwriting- learning and practising a fluent joined style will



support the children's spelling development.

### **Dictionaries and Thesaurus's**

In Key Stage 2, each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and supported whilst checking tricky spellings. As they progress through the years, children must begin to demonstrate more independence and help themselves to the resources, whilst proof-reading their draft pieces of writing.

### **Dictation**

From Class 2- Class 5, children will be read a few sentences at least once a week; with the focus being on their current spelling rule and where their punctuation should be placed correctly. Corrections will be discussed afterwards and will inform spellings to go into their spelling journals.

### **Marking**

Pupils' work is sensitively marked to enable all aspects of their creative writing to be assessed; particularly the use of interesting vocabulary that they may not necessarily have spelt correctly but have attempted. Wherever possible, spelling errors are tackled with pupils present. Teachers highlight misspelt words in Key Stage 1 as appropriate and up to three misspelt words (High Frequency) in Key Stage 2 using the initials 'sp'. These spellings are written out at the bottom of their work for the children to copy out. Pupils are given time to correct any spelling errors. See Marking Policy for further details.

### **Differentiation and Inclusion**

In accordance with the school's policies on SEND and Equality, all children are entitled to access Spelling at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Where a child is having significant spelling difficulties, further interventions will be considered E.g. Nesy, Black Sheep Press, Toe by Toe or the teachers' own specifically created resources.

### **Assessment and Monitoring**

It is important that the assessment of children's spellings is meaningful for the child but also for the teacher when planning the teaching of spelling. Assessing spelling should not just be about identifying words that children spell correctly and incorrectly in a test, but consistently within their writing. Self-assessment of pupils' own spellings is also essential as it encourages independence in learning and reflection on their writing. We should encourage children to proof-read and spot their own errors in written work.

### **Review**

The impact and implementation of this policy will be monitored through feedback from staff, observation of phonics and spelling lessons and book trawls to identify the spelling development of the children.

Policy written- March 2017

Ratified by Governing Body-

Date to be reviewed- **March 2018**



Signed: .....

Subject Lead

Signed: .....

Subject Governor

Signed: ..... Chair of Governors.