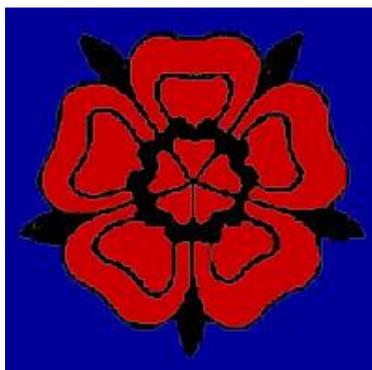


# Rosa Street Primary School



## Spelling Policy

Date Policy Updated – November 2018

Review Date – November 2020

Head Teacher – Mrs. H Ashton

Governor – Katrina Bage

A member of Cleves Cross Learning Trust



**Rosa Street Primary School**  
**Spelling Policy - November 2018**

**The Purpose of the Policy**

The purpose of this policy is to support our pupils to become confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing. 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 and the National Curriculum and 'Support for Spelling' document, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best.

**The Principles behind this Policy**

1. Spelling is the application of visual memory. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners.
2. Spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting).
3. Accurate spelling and accurate letter formation go hand-in-hand. As teachers, we must 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.
4. Successful spelling takes place through a VAK (visual, aural and kinaesthetic) approach. As teachers, we need to ensure that spelling is taught using a combination of methods.
5. Successful spelling takes place when children have an opportunity to review and recall their learning. Teachers must provide opportunities to consolidate learning throughout each week.

**Aims of this Policy**

1. To explain the expected practices, to ensure that children become successful spellers.
2. To provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules.
3. To ensure continuity in practices and progression in spelling skills.
4. To clarify the responsibilities of staff, parents and children.
5. To raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.

**Roles and Responsibilities**

**The Staff**

- To ensure that teachers plan for the teaching of spelling every week and that planning is shared with members of support staff, who are also responsible for delivering spelling programmes to targeted groups of children.
- To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply.
- To teach a range of approaches to learn spellings.
- To provide children with a range of strategies to help them become secure with spelling rules.
- To ensure children's spelling is assessed on a regular basis and that this is used to inform future planning.
- To ensure that everyone shares good practice, reviewing this on a regular basis, to ensure there is continuity.

### **The Pupils**

- To use the strategies taught to them, to help secure spelling skills.
- To be able to identify the most effective methods to help them to learn and recall spelling rules.
- To practise, at home, the spelling rules which have been taught at school, to consolidate their learning in line with the homework policy.
- To transfer skills to their written work, correctly spelling words that have been learnt.

### **The Parents**

- To support their children in the learning of spelling.
- To be familiar with the strategies that the children are encouraged to use to help them to learn their spellings.

### **The Teaching of Spelling in the Foundation Stage and Year 1**

Spelling within Reception and Year 1 is linked to the children's phonic programme – the 'Letters and Sounds' document. The primary skills for reading and spelling which 'Letters and Sounds' highlights, are blending and segmenting. These skills are integral throughout the phases. During phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to the phases. They will also practise recalling key/tricky words. 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.

In Reception, spelling lists are not given out. However, children are given words to learn to read and parents are made aware of which words their child should be able to read and spell, based on the expectations in the 'Letters and Sounds' document. Parents' are encouraged to support their children with these at home. In Year 1, children have daily phonics sessions. Each week they will be given a list of between 4 and 8 spellings which are linked to sound patterns and tricky words and these will be assessed over each half term. These will be specific to the phase and the needs of the children. When appropriate, spelling lists may include proper nouns such as months of the year and days of the week. This teaching sequence links to the 'Letters and Sounds' document used in Reception and Year 1.

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

Children will have followed a programme of phonics teaching in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Phase 5. The spelling objectives for Year 2, which work in conjunction with Phase 6 of the 'Letters and Sounds' document, ensure that children have knowledge and understanding of alternative spellings for each phoneme. For those children who are not yet secure at Phase 5, it will be necessary to continue with this phase before moving on to the Year 2 objectives.

### **The Teaching of Spelling from Year 2 to Year 6**

Spelling in Year 2 and Key Stage 2 will follow the National Curriculum, 'Support for Spelling' publication, 'Babcock Spelling' and the 'No Nonsense' spelling guide. This outlines the objectives taught in each year group, each term. Over a fortnight, five discrete spelling sessions will be taught. There is flexibility how this is delivered and managed within the curriculum.

### **Planning**

In KS1, spellings should mostly follow the teaching of phonics.

Within the teaching of spelling, there should be opportunities to:

- Revisit, explain, use
- Teach, model, define
- Practise, explore, investigate
- Apply, assess, reflect

List of strategies and useful resources in appendix 1

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

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent 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 an 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 ability to understand and apply what has been taught and then identify targets for further improvement.
- Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

### **Spelling Logs**

In Years 2 to Year 6, all children will be given a spelling log which will move with them throughout the school. This spelling log will remain in school and children will use it to record the particular spellings they need to focus on in their work. The spelling log will be used in the following two main ways:

1. As part of the National Curriculum, 'Support for Spelling,' Babcock Spelling and the No- Nonsense spelling teaching programme, a regular part of the spelling activities involves the children identifying specific words that they need to continue to work on. These could be words exemplifying a particular pattern, or convention, of high-frequency words. These words are put into the children's spelling journals with tips on how to remember the spelling.

2. To record spellings arising from each child's independent writing: these words will be personalised to the individual child and will be those that frequently 'trip them up' as they are writing. These words can be identified as part of the proof-reading process and children can be involved in devising strategies for learning them and monitoring whether they spell these words correctly in subsequent pieces of writing. Children should have a manageable number of personalised spellings in their spelling journal at any one time and these should be reviewed each half term. Children should be taught to look for evidence of correct spellings in their independent writing and can then remove the word from the list once it has been consistently spelt correctly.

### **Links with handwriting**

Developing a fluent and joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. As children are taught how to join letters, they can begin practising letter strings and complete words, linked to the specific focus for teaching in the spelling unit.

### **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. It should be an opportunity to evaluate students' understanding of sounds and conventional spelling patterns. An awareness of the kinds of words that pupils find difficult, and the types of errors they make, is important when evaluating their spelling achievement and their understanding of language structures. For example, do they have a lack of phonetic knowledge, or are they confusing rules for spelling? Teachers should then use this assessment information to plan subsequent phonics/spelling sessions. Additionally, children should record correct spellings for mis-spelt words in their own spelling journal. This will enable them to revisit and practise words when writing, through multi-sensory approaches – for example: looking, saying, hearing and writing words. 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, with reference to their spelling journals, spelling displays within the classroom, spelling strategy prompts and, when ready, dictionaries. Again, intervention should be given where necessary. If success is generally limited, it might be worth re-teaching the same pattern the following week to most of your class. Whilst spelling tests and dictations can provide a good basic structure for assessment and ensuring coverage, we ultimately want children to be confident spellers in their own independent writing. Records of teaching and assessment should be passed onto the next year group teacher.

### **Marking of Work**

Marking is integral to how we assess the children's writing. It should be manageable, meaningful and motivating and support the child by showing them how they can improve. It should also assist the teacher in planning the next crucial steps for learning. When focusing on spelling within writing, children should firstly be given the opportunity to write freely and be encouraged to use spelling strategies they know. This ensures that the child is still motivated to write and promotes independence when spelling. However, at the proof-reading stage, time should be given for checking any words the child is unsure of or unfamiliar with. When writing, children are encouraged to highlight these words by underlining them so that they remember to revisit them later. They should then be encouraged to use their spelling journal/wall and any other spelling strategy prompts that are available within the classroom environment. The teacher should identify an appropriate but manageable selection of incorrect spellings in each piece of work.

### **Review**

The effectiveness of the teaching and learning of spelling will be regularly monitored by the Head teacher and the English subject leader. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff will help to evaluate the quality of the spelling curriculum in the school. Resources, teaching methods and development needs will be evaluated. Priorities for in-service training and support will be established if needed.

**Date:** November 2018

**Date for next review:** November 2019

The action plan will be reviewed annually.

### **Appendix 1:**

#### **Spelling Strategies and useful resources**

#### **Teaching Strategies**

- When teaching a spelling rule, give children time to explore and discover these rules before modelling.

- For tricky words, think about shape and size of the word.
- Break words into phonemes/sounds, e.g. c-a-t.
- Break words into syllables, e.g. re-mem-ber.
- Break words into affixes, e.g. dis + satisfy.
- Use a mnemonic, e.g. necessary: one collar; two sleeves.
- Refer to a word in the same family, e.g. muscle: muscular, or parts of the word they already know.
- Say words as they sound/in a funny way, e.g. Wed-nes-day.
- Encourage the children to find words within words, e.g. parliament: I AM parliament.
- Refer to etymology, e.g. bi +cycle = two +wheels.
- Learn by sight using the look-cover-write-check method.
- Sing it...
- Suggested Activities for during Reading Sessions
- Children creating their own mnemonics, e.g. big elephants can add up sums easily.
- Making posters/spelling shapes using the outline of a word.
- Use visual, auditory and kinaesthetic approaches for all learners: use big paper, attractive pens, writing in foam or sand, magic boards, whiteboards, magnetic letters, etc.
- Speed writing challenges, such as: how many times can you write this word in one minute?
- Spelling games on iPads, e.g. boggle
- Linking spellings to reading i.e. 'Spot the Word!' Ask children to find the words they are learning in their reading book.
- Hidden words, e.g. 'ksjdfhplaymjibdf'. Challenge children to spot the word.
- Playing word snap.
- Making word collections; encourage children to collect words which follow the same rule and add them to a log.
- Writing silly sentences using as many of the words in their spelling log as possible. It also has to make grammatical sense.
- Creating their own word search. Have plenty of blank word search grids, and they can make their own.
- Playing 'Hangman'.
- Playing 'Scrabble'.

### **Spelling patterns**

In some cases, instead of a list of spellings to be learnt, a spelling pattern with an example may be given, which will be tested the following week - for example, when to double a consonant when adding a suffix.

hot + er = hotter

bag + ful = bagful

### **Definitions**

Knowing the definitions of words that children are learning to spell is very important. When appropriate, this type of activity may be given as homework. For example, children might be asked to write a short definition next to each of their spellings on the worksheet provided.

### **Using dictionaries**

Children should be taught to use a dictionary to check their spellings. By Phase 6, the repeated singing of an alphabet song at earlier phases should have familiarised them with alphabetical order. Their first dictionary practice should be with words starting with different letters but, once they are competent at this, they should learn

how to look at second and subsequent letters, as necessary. Children will sometimes require support with certain spelling patterns such as 'ph'.

### **Spelling Challenges**

A spelling challenge will generally last over the course of a number of lessons and will be linked to the objectives which the children are being taught. For example, the challenge could involve children collecting words ending in both 'able' and 'ible'. It involves the children actively collecting words both at home and at school and it can be used each half-term as an alternative to the children having a weekly spelling list to learn. Children can search for words in dictionaries or on the internet and can ask family members, friends and teachers. The data gathered would then be used in spelling lessons.