

**St Andrew's CEVC Primary School, Great Yeldham**

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# **SPELLING POLICY**

**Reviewed by Geoff Hart  
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## INTRODUCTION

At St Andrew's we consider that praise is very important. Children must see themselves as good not bad spellers and for this reason teachers are wary of using negative remarks. We encourage all the children to use good articulation and good handwriting as we consider both of these to be conducive to good spelling. We teach the sounds and proper names of the letters as well as their alphabetical order.

Spelling is a combination of visual clues, sound patterns, and rules. Children should be taught a variety of spelling strategies. Learning to spell allows children to focus on comprehension and composition.

The teaching of phonics provides the basic rules for most regular spelt words. In the Early Years and KS1 the emphasis will be on the teaching of phonics. In KS2 the emphasis focuses on the conventions and rules which build on established phonic knowledge. Children in KS2 will also be taught an additional range of strategies to promote their ability to spell.

If an improvement in spelling is to be maintained, spelling must be given regard across all curriculum areas.

## AIMS

- To raise the standard of spelling within the school.
- For children to learn how to identify sounds in spoken language (phonological awareness).
- For children to be able to recognise common spellings and spell common words.
- For children to be able to blend phonemes into clusters
- For children to be able to segment words into phonemes and/or component parts e.g. consonant/vowel/consonant words, syllables, suffixes, verb endings, and plurals.
- For children to be given opportunities to practise, investigate, revise and consolidate spellings.
- For children to be given opportunities to use their knowledge of word families, letter strings, visual patterns and analogies, and to build on their spelling skills and apply this knowledge to spelling conventions.

- To make the teaching of spelling engaging and motivating for children so that learning to spell is fun.

## LEARNING AND TEACHING ORGANISATION

### Reception

Children continue to explore sound. More emphasis is put on learning the sounds and names of the alphabet. They blend phonemes into clusters. e.g. st, bl, sm, tr. Consonant words are also developed. Children learn the high frequency sight words set out in the National Literacy Strategy. Most of these words can be taught phonetically. Children will follow the 'Letters and Sounds' programme.

### KS1

Children must be taught to sound out their spellings and try to write them independently so as not to become totally dependent on the teacher. This is an essential phase in children's learning development. Sounding out gives clear evidence of children's phonological understanding and demonstrates to the teacher where teacher intervention is needed. This process:

- Encourages spelling confidence.
- Promotes children's ability to remain focused.
- Promotes composition skills.

Teachers will continue to correct spellings above phonetically mis-spelt words as this contributes to a focus on spellings. It demonstrates to the child those aspects that they have yet to learn and helps them towards the transitional stage of spelling. It also shows an awareness of what the child is trying to communicate.

Teachers need to ensure that children practise their grapheme/strings frequently and to let them blend them with initial sounds. e.g. and, end, ick, ock, uck etc. As children become more competent with these patterns, encourage them to extend the words. e.g. land- landing, but-butter, etc.

More able children will be able to follow some of the learning objectives and strategies from the KS2 National Literacy Spelling Bank and must be encouraged to do so.

### Activities for Early Years and Key Stage 1 children

The following activities are used at different stages of teaching spelling but the order in which they are listed should not be regarded as the sequence in which they are introduced to the children.

Finger Tracing. Children trace the shapes of letters and words with their index fingers in a sand tray, on blocks of polystyrene, with paint, in shaving foam etc.

Emergent Writing. Children will be encouraged to express themselves in play writing from which conventional writing develops. The child's recognizable letter shapes will be encouraged through praise.

Phonics. Children will learn the sounds made by all the letters of the alphabet. Language appropriate to the child, subject and situation will be used when talking about phonics, e.g. phoneme/sound.

Letters & Sounds. Children will systematically develop their ability to spell phonetically regular words using segmentation and blending.

Literacy Hour. Spelling will be taught through the word level strand of the National Literacy Strategy.

Early Literacy Support (E.L.S.) The E.L.S. will be used usually in the Spring Term with Summer Term born Year Two children and Autumn and Spring Term born Year One children to improve their phonic knowledge.

Letter Tables. Children collect and display things beginning with the same letter.

Sound Tables. As above but letter combinations are used e.g. cr, st etc.

Flash Cards. Words are written on cards that are then shown briefly to the children who then write them.

Topic words. Topic words to which the children can refer are displayed around the classroom.

Labels. Labels will be put on every-day objects around the classroom e.g. window, door etc.

Roll'n'Write Letters. Roll'n'Write letters will be used to reinforce correct letter formation.

Games. Kim's Game, Lotto, Junior Scrabble and other similar games will be played to increase concentration, powers of observation and memory.

Look,cover,write,check. LCWC method will be used.

## **Learning Outcomes**

Children will know how to;

- write each letter of the alphabet,
- use their knowledge of sound relationships and phonological patterns,
- recognize and use simple spelling patterns,
- write common letter strings within familiar and common words,
- spell commonly occurring simple words,
- spell words with common prefixes and suffixes and
- check the accuracy of their spelling using their individual spelling journals and dictionaries.

## **KS2**

Children in KS2 will follow the learning objectives and strategies set out in the National Literacy Strategy (NLS) Spelling Bank and 'Support for Spelling'. They will also be encouraged to use additional spelling strategies.

## **Activities for Key Stage 2 children**

The following activities are used at different stages of teaching spelling but the order in which they are listed should not be regarded as the sequence in which they are introduced to the children.

Letter Strings. Words are taught together which look alike but do not necessarily sound alike. We try to associate the known with the unknown. In order to do this the teacher endeavours to make himself aware of the words the child can spell. For instance if a child writes dun for done the teacher may begin with one, none, gone or bone. There will be much talking about the internal structure of these words.

Topic/Word Banks. These banks of words can be for different purposes. Sometimes words to be used in a piece of writing are written on the board. Children may collect words to use in a topic they are studying. Word banks containing words all with the same letter string may be collected.

Additional Literacy Strategy (A.L.S.) A.L.S. will be used with children in Years Three and Four to improve their phonological awareness and ability to spell high frequency words.

Dictionary Work. Children reinforce their knowledge of the alphabet and how to use a dictionary through the use of suitable dictionary exercises.

Spelling Help. When children ask for help with spelling a word they may be required to attempt to write the word before the teacher writes the word. Words will not usually be spelled aloud, but will be written for the child to learn using the look, cover, write method. However, teachers will be mindful that there may be some children for whom spelling aloud is a more successful strategy and for these children spellings will be given aloud.

Proof Reading. Children are required to read through their work before it is read by anyone else. They will then begin to correct their own mistakes. Where a child notices a word that he/she thinks he may have spelled wrongly but is unsure of the correct spelling, he/she may draw it to the attention of the teacher by underlining it with a pencil. Extracts of prose may be prepared by teachers for proof reading by the children.

The NLS Spelling Bank and 'Support for Spelling'. This contains further words as well as ideas for activities to practise learning spellings.

Games. Matching sets (Children collect sets of cards containing words of similar letter strings.), Scrabble (Junior and Adult), Lexicon, Simple crosswords etc.

## **SEE APPENDIX 1 FOR FURTHER ACTIVITIES FOR KS2**

### **Learning Outcomes**

Children will know;

- how to use a dictionary to find the spelling and meaning of common words and will understand the abbreviations used in the dictionary,
- the use of prefixes and suffixes and how they change the words,

- the relevance of word families, roots and origins of words,
- alternative ways of writing the same sound,
- how to spell complex polysyllabic words which conform to regular spelling patterns,
- how to break long and complex words into syllables,
- how to use their knowledge of meaning and word structure to memorise the visual patterns of words including those which are irregular,
- commonly occurring silent letters,
- how to use apostrophes to spell shortened words and to be able to use appropriate terminology including vowel and consonant.

## **CHILDREN WITH BARRIERS TO LEARNING AND PARTICIPATION**

Every child has the right to be given access to learning, and given the diverse abilities and learning experiences of our pupils some children in KS2 will have to use objectives and strategies from KS1. Within KS2 some children will have to use objectives and strategies below their National Curriculum year and some above their National Curriculum year.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

It should not be assumed that children with English as an additional language will have learning difficulties. Learning to spell should be no more problematic than it would be for those children with English as a first language. Supplying examples of the words used in context supported by pictures can ensure that children understand the meaning of the words they are being asked to spell.

## **SPELLING JOURNALS**

Spelling Journals will be used for:

- practising revising and consolidating spelling strategies
- listing and learning words that do not follow a regular spelling pattern
- building up a word bank of topic and interest words.
- developing lists of personal spellings to be learnt
- developing an aide– memoire of spelling conventions

## **MARKING**

Marking provides evidence of where the child is at on the learning continuum. It is both an assessment and a teaching tool. The marking of spelling should be part of the diagnostic marking process (See Marking Policy). In the

marking of spelling, the child's work should not be crossed out. The teacher should underline the mis-spelt word and then write above it the whole word or the part of the word that is incorrect. If the mistake is consistent for the individual or the class, this should be followed up appropriately. In addition, teachers could:

- Show the child by reinforcing phonetic structures.
- Show the child how to break the word into syllables.
- State the rule.
- Correct the word and asks the child to create a mnemonic phrase that will help them to remember how to spell that word.
- Provide opportunities for the child to practise re writing the word correctly several times.
- Provide opportunities for the child to practise re writing the word using the look, cover spell and check method.

Whatever method is used must be appropriate for the needs of the child.

## TIME ALLOCATION

In KS1 children will be allocated 3 sessions of 15 minutes per week for additional spelling strategies.

In KS2 years 3 and 4 will have 3 sessions of 15 minutes per week.

Years 5 and 6 will have 2 sessions 20 minute session per week.

These sessions may be incorporated into the Literacy Hour and the learning and practice of handwriting. (See Literacy Policy)

## HOME SCHOOL LINKS

### **Key Stage 1**

Children can start to learn sight vocabulary words from the National Literacy Strategy list 1 & 2 as homework. Once children have achieved their initial sound and letter correspondence children will be able to learn these words as spellings and they can take these words home as homework. Children may also use the "look, cover, and spell check" method to practise at home.

### **Key Stage 2**

The above can be continued throughout the rest of the school and strategies from the KS2 spelling banks should be included.

## RESOURCES

In the early years and in KS1 all teachers have their copies of The National Literacy Progression in Phonics. In KS2 all teachers have their own copies of The National Literacy Strategy Spelling Bank.

**For additional teacher guidance and additional ideas for spelling see appendix 1**

## ASSESSMENT, RECORDING AND REPORTING

Assessment opportunities are an integral part of Literacy teaching of which spelling is part.

**Formative assessment** is ongoing and involves the children. **Summative assessment** will take place through Foundation Stage Profiling and end of Key Stage tests. The QCA guidance on standards will provide exemplifications of standards in Literacy and ensures consistency in class teacher assessment. All pupils have individual targets in their Literacy books which relate to the layered curricular targets. These individual targets are annotated and discussed with each pupil when achieved. Pupils then know when they have achieved these targets and are informed of the 'next step'. Peer Assessment as defined in the 'Assessment for Learning' process is an integral part of the school's assessment procedure. Pupils mark against the agreed 'success criteria' and support the development of their peers.

Each half-term a piece of levelled writing is put into children's record of progress book. This provides evidence for 'next step' targets and supports Target Tracker levelling. Target Tracker is used to monitor and record pupil's progress against their individual targets. Pupils are expected to make 2/3 of a levels progress in reading and writing each year.

Reports informing parents of their child's most recently achieved and new targets are provided each term. They are intended to provide a discussion point at parents evening. Annual reports are written by class teachers, identifying achievements in line with the NC level descriptors, with general targets being set. Termly parent/teacher consultations are arranged, where achievements can be reported to parents/carers.

Marking should be diagnostic and supportive and in line with the school's marking policy i.e. 'Success Criteria' and Must, Should, Could.

## **MONITORING AND EVALUATION**

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the Literacy Leader and other staff. Lesson observations, pupil interviews, book scrutiny, scrutiny of MTP and STP are carried out by the Literacy Leader on a half-termly basis and according to the Literacy monitoring programme. Feedback and discussion supports further actions, where necessary. The LA is involved in the monitoring process, through termly School Improvement Partner (SIP) visits.

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## APPENDIX 1

### Additional Ideas for Spellings

#### **Adding Suffixes**

Add the suffix – tion to form words from beginning of words. e.g. Na-, rela, concentra-, eleva-, admira-

#### **Filling In the Missing Letters**

Children to fill in the missing letters in a given word.

#### **Scrambled Spellings**

Give scrambled spellings for children to unscramble.

#### **Deliberate Mistakes**

Give spellings with deliberate mistakes. Children have to correct the errors.

#### **Finish the Word**

Start the word and children have to complete them.

#### **Word Sequences**

Write series of words together with no breaks. These could be arranged in a circle. Ask children to find as many words as possible.

#### **Alphabet Games**

Play the alphabet games. e.g. I went to the market. I bought an apple. The next person continues:

I went to the market and I bought an apple, some bubble gum. This continues through the alphabet with children taking turns.

In the same vein. I packed my suitcase with an arrow, a balloon and a cow etc.

Play an alternative version where the player must start the next item with the next letter e.g:

I packed my suitcase with a whale, an elephant, tank etc.

#### **Word Chains**

In pairs or in small groups create chains:

1<sup>st</sup> player writes down a word. e.g. school. The next player writes the word lolly, the next with y and so on. Finish the game by writing all the words continuously.

#### **Words Within Words**

List the little words in bigger words – keeping the letters in the same order.e.g: Pillow – pill, ill, low. Computer – come, cot, cute, mute, put, compute, cut. etc.

**Sentence In a Word**

Working in pairs, partners decide on a word made up of about eight letters (need to be enough letters to make a sentence.) e.g. Garbage. Go and read books and get enlightened.

**Word Pyramids**

Built from the top down e.g.

I  
It  
Kit  
knit