

Batheaston Church School

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"That they may have life, life in all its fullness" John 10:10

Dream...Aspire...Achieve



Spelling Policy



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Spelling Policy

“Most people read words more accurately than they spell them. The younger pupils are, the truer this is. By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate. The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils’ attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.”

National Curriculum 2019

Spelling is an integral part of children’s reading and writing development. As children develop spelling competency, their confidence and independence in writing will increase.

Batheaston Church School Spelling Aims:

- Children to become confident, independent spellers using a range of skills and strategies
- Children to have an interest in words and their meanings (dictionary work including etymology)
- Children to have a growing vocabulary
- Children to use spelling skills in many areas of the curriculum
- Ability to use prefixes and suffixes to alter word meanings (morphology)

Objectives

To teach children to:

- Spell confidently the words that they are using frequently in their writing and in the statutory year group word lists
- Spell new words with an increasing range of phonetic knowledge, application of spelling rules and patterns, morphology and etymology
- Learn to check and correct spellings using strategies as listed below
- Deliver quality teaching of phonics
- Ensure full coverage of National Curriculum requirements
- Learn strategies to spell unknown words correctly:



Teaching and Learning Strategies

EYFS: Daily phonic lessons.

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 Little Wandle Phonic Scheme.

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. 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

All phonic learning will then be embedded into the teaching guided reading, writing, handwriting and lessons.

Phased words, which include tricky words to be sent home as 'Spelling Fish' to be sent home with accompanied parent letter in the Summer Term.

Assessment: X 3 times per year (December, April and July) using internal EYFS data tracker.

Year 1: Daily phonic lesson following the Little Wandle Phonic Scheme. All phonic learning will be embedded into the guided reading, writing and handwriting and lessons.

Regular formative and summative assessment and subsequent 'Intervention Programmes' will take place following the Little Wandle Assessment Guide.

Statutory word spelling fish to be sent home with accompanied parent letter in the Autumn Term and statutory word assessment will take place X 3 times per year (December, April and July) using annual tracking grid. Pupil progress will be celebrated in class.

In Year 2: Following Little Wandle Assessment Guide, a daily phonic lesson and/ or Twinkl PlanIt spelling objective lesson will take place. The spelling objectives taught will then be practised, applied and highlighted through guided reading, writing, handwriting and SPAG lessons. Consolidation will also take place at least once a week as an 'Early Morning Task'.

'Ice' and 'Fire' spelling objectives tests will be carried out termly to track progress on the objectives planned and taught. Catch-up interventions will be based on 'Fire' assessments.

Statutory word spelling fish to be sent home in September with accompanied parent letter in September.

Assessment: X 3 times per year (December, April and July) using annual tracking grid. Pupil progress will be celebrated in class.

Years 3 – 6: All classes will follow the Twinkl PlanIt Spelling Progression Guide. **One objective based lesson will be taught every week. The spelling objective (s) taught will then be practised, applied and highlighted through guided reading, writing, handwriting and SPAG lessons. Consolidation will also take place at least once a week as an 'Early Morning Task'.**

'Ice' and 'Fire' spelling objectives tests will be carried out termly to track progress on the objectives planned and taught. Catch-up interventions will be based on 'Fire' assessments.

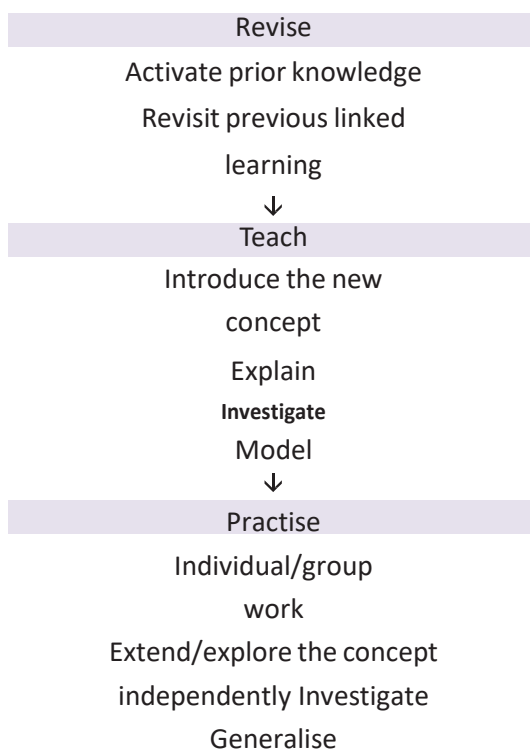
Statutory word spelling fish to be sent home in September with accompanied parent letter in September. If appropriate, pupils completing their fish may move up to the next year group fish.

Homework: X 1 spelling activity based on the week's spelling objective and a suggested number of statutory words to learn per week

Assessment: X 3 times per year (December, April and July) using annual tracking grid. Pupil progress will be celebrated in class.

Key Teaching Sequence for Phonic and Spelling lessons

The following model to be followed in all KS2 phonic and spelling planning and teaching using the planning proforma:





Apply/Assess

Assess through independent application

Explain and demonstrate understanding

Marking Spelling

It has long been accepted that to highlight every spelling in a child’s writing can be especially damaging for the very child we support most. The marking focus will be based upon spelling objectives taught or previously taught, high frequency words and statutory words.

It is important when marking spellings to focus on the part of the word that the pupils have misspelt rather than the whole word. This will help to further develop spelling competency.

Children should be encouraged to correct own misspelt words using word lists, displays and dictionaries at an age appropriate level.

Book marks (with treasury tags) can also be used as a child’s personal spelling log. Once a teacher has added a word to pupil’s bookmark, children must be expected to spell the word accurately.


S.E.N

When possible, pupils requiring additional phonic support should be taught together, following all best practice for delivering and assessing successful interventions.

There are a wide range of strategies that can be taught to children to learn the statutory words and/ or words linked to the National Curriculum Spelling Objectives. Outlined below are just a few key strategies.

Spelling Investigations	These should form the main basis of all spelling objective teaching (as above)
Analogy	<ul style="list-style-type: none"> To learn my word I can use words that I already know to help me (e.g. could: would, should)
Mnemonics	<ul style="list-style-type: none"> To learn my word I can make up a sentence to help me remember it e.g. could – O U Lucky
Mispronunciation of words	<ul style="list-style-type: none"> Children are taught to spell the word as it is read e.g. Wed-nes-day This is particularly important when teaching about words with silent letters and unstressed vowels.
Multi-sensory	<ul style="list-style-type: none"> Air writing Making words out of play dough, pasta shapes, pebbles, Scrabble tiles
Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to ‘look, say, cover, write, check’ but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>

Simultaneous Oral Spelling	<p>Children to complete the grid listed below.</p> <table border="1" data-bbox="655 172 1264 315"> <tr> <td data-bbox="655 172 959 241"> Model and write (rainbow write, trace, pyramid) </td> <td data-bbox="959 172 1264 241"> copy </td> </tr> <tr> <td data-bbox="655 241 959 315"> Spell from memory (covering row above) </td> <td data-bbox="959 241 1264 315"> Write with eyes closed </td> </tr> </table>	Model and write (rainbow write, trace, pyramid)	copy	Spell from memory (covering row above)	Write with eyes closed
Model and write (rainbow write, trace, pyramid)	copy				
Spell from memory (covering row above)	Write with eyes closed				
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling. Teachers may also use syllable grids. This may be more appropriate for older learners.</p>				
Speed writing	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches Quick write grid: spell words; root word – suffix patterns (child, children, childish, childhood, childlike, childless)</p>				
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div data-bbox="774 734 1121 824" style="text-align: center;"> </div>				

Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>This method is particularly useful for learning homophones.</p>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p>You can then reverse the process so that you end up with a diamond.</p> <pre> p py pyr pyra pyram pyrami pyramid </pre>
Words without vowels	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>Other methods can include: f__ld</p>
Other strategies	<ul style="list-style-type: none"> • Rainbow writing (Using coloured pencils to highlight the tricky parts of the word or write the tricky part in a different colour. Write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on). • Making up memorable 'silly sentences' containing the word • Clapping and counting to identify the syllables in a word.

Resources

Little Wandle

Twinkl Spelling PlanIT

Nessy

Spelling book marks

Dictionaries, thesauruses

Websites: Phonics play