



KNAVESMIRE PRIMARY SCHOOL

SPELLING POLICY

PHILOSOPHY

At Knavesmire Primary School, we encourage all pupils to think and write creatively, be adventurous in their vocabulary choices and write with a clear purpose and for pleasure.

For these aims to be realised, it is vital that pupils learn to spell accurately. Children who can spell feel more confident when undertaking written tasks and are consequently more likely to enjoy writing. We therefore need to equip pupils with a range of strategies for learning spelling that they can apply with confidence when writing independently. Using investigative teaching approaches, we provide pupils with opportunities to explore the patterns and contradictions of the English language and encourage them to delight in what they find.

AIMS

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through the school, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently using cursive script, and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of cross-curricular contexts, through the Big Idea. When spelling, we expect pupils to:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve
- Be imaginative, creative and challenge themselves

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

APPROACHES TO SPELLING

EYFS and Year 1

In EYFS and Year 1, our pupils follow a high-quality, systematic programme of phonics teaching following the Letters and Sounds (DfE 2007) teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

Year 2 Onwards

By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention. The National Curriculum spelling objectives for Year 2 work in line with Phase 6 of Letters and Sounds.

From Year 2 onwards, pupils are taught the age related spelling content using a published scheme 'No- Nonsense Spelling'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

Organisation of No-Nonsense Spelling

- Pupils participate in five spellings sessions across two weeks. However, in Year 2, children also have daily Phonics input.

Our pupils are also given daily spelling practice opportunities through access to interactive 'Spelling Magpies' displays in every classroom, weekly word lists/focus rules, cross curricular word banks and discussions during whole class reading sessions and shared writing.

A typical learning sequence is as follows:

Activate prior knowledge
Revisit previous linked learning
Introduce the new concept
Explain
Investigate
Model
Practise
Individual/group work to explore/extend the concept
Apply/assess through independent application and to explain and demonstrate understanding

Strategies for Learning Spellings

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support pupils' spelling across school and at home. A more detailed description of each strategy can be found in the 'No Nonsense Spelling' teachers' handbooks.

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables

Pupils are encouraged to learn these strategies and identify which work most effectively for them as individuals. Some children will find some strategies more helpful than others.

Approaches to Teaching Spelling

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of

spelling includes common exception words, high frequency words, statutory words and personal and topic spelling. Teaching takes an investigative approach and is fast-paced and fun.

Our pupils use personalised **Spelling Journals** to support their spelling learning. These books enable children to take responsibility for their spelling and to refer to their previous learning of patterns and rules. They also provide teachers with opportunities to see how children in their class are tackling tricky spellings. Spelling Journals are divided into three clear sections; 'Have-a-Go' strategy, 'My Personal Spelling List' and a space for children to make corrections to misspelt words/practise their weekly spelling rule.

Applying the Learning

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- **Segmentation** (using phonic knowledge)
- **'Have-a-Go' Strategy.** GPC charts are displayed in each classroom and placed at the front of the children's personalised Spelling Journals. Children are trained to use the charts to 'Have-a-Go' at spelling a word in three different ways. In class, the teacher then indicates the correct spelling. During independent writing, the pupil underlines any word for which the strategy has been used, to be checked using a dictionary after marking if necessary.
- **Personal Spelling List.** In marking, pupils and teachers identify words that are frequently misspelt. Children write these words into their personalised word list and are allocated time to practise them. They can use this list to help them spell words during written tasks. Lists are updated weekly and assessed half termly.
- **Dictionaries**

Dictionaries

Our pupils are taught explicitly how to use a dictionary so to investigate word meaning, origins and spellings and to help correct spelling errors. We currently use four different editions of the Oxford English Dictionary. This is to ensure that our pupils make progress in their dictionary skills from EYFS through to Year 6 and beyond.

EYFS and Year 1 Oxford First Dictionary

Year 2 Oxford Junior Illustrated Dictionary

Year 3 and Year 4 Oxford Primary Dictionary

Year 5 and Year 6 Oxford School Dictionary

Marking and Feedback

We place a strong focus on spelling in marking and feedback. Teachers mark spelling in their Big Idea and SPaG books. During the marking of such written work, up to five misspellings are identified with high frequency words and words following taught rules, including common exception words, being a priority. When returning to look at feedback, our pupils are asked to practise each correct spelling three times.

We use an incremental correcting system, which helps pupils progress towards identifying and correcting spelling mistakes independently:

EYFS/Year 1 – The teacher identifies the misspelt word and writes the correct version over/next to the misspelling. The pupil practises spelling the word correctly 3x.

Year 2/3 – The teacher identifies the misspelt word. The CHILD finds the correct spelling in the dictionary and writes it once for the teacher to check. The pupil practises spelling the word correctly 3x.

Year 3/4/5 – The teacher identifies the LINE containing the misspelt word. The CHILD finds the word and corrects the spelling using a dictionary, writing it once for the teacher to check. The pupil practises spelling the word correctly 3x.

Year 5/6 – The CHILD identifies their own misspellings and uses dictionary to correct them.

Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

Assessment

There is little evidence that learning a list of spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Knavesmire Primary School, our assessment is mainly through assessment in context. For example:

- Learning a spelling rule rather than a word list
- Spellings in an unseen, dictated sentence
- Spellings in independent writing
- Evidence in Spelling Journals

In addition, we carry out half termly tests of 20 age-related common exception words. These are marked in line with Year 6 tests (14 being at the standard; 18 working at greater depth) to ensure consistency.

Children who score full marks in weekly tests over a half term earn a school 'Spelling Star' certificate and a place on our 'Spelling Star' display.

Inclusion

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up.

Rigorous, ongoing assessment for learning ensures that teaching and learning activities are aimed at the point at which these pupils can develop their understanding and skills

Our assessments enable us to quickly identify individuals or groups of pupils who are falling below age-related expectations. Steps are immediately identified to improve the attainment and progress of these pupils. Our current suite of intervention programmes includes:

- Friends and Enemies
- Read Write Inc

(SH to input other options)

Parental Involvement

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all our pupils are given a spelling rule to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school.

In order to ensure success and enable deeper learning, we encourage our pupils to spend some time every day working on their focus spelling rule. Spelling homework should reflect the strategies being used in the classroom.

Regular communication with parents, especially in relation to spelling is essential. In addition to our procedures for termly reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.