

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Spelling Policy

Date agreed: July 2022

Review date: July 2024

Signed: _____
Chair Board of Governors

DOVER PARK PRIMARY SCHOOL

SPELLING POLICY

Rationale

At Dover Park Primary School, we believe that spelling is vital to successful written communication throughout life. It enables children to express themselves creatively and imaginatively and to communicate with others effectively. The ability to write clearly and with accurate spelling is an important skill that children need to acquire. The ability to spell correctly is often closely associated with good self-esteem and affects performance in most other areas of the curriculum. Spelling is a developmental process.

Efficient spelling is linked closely to the teaching of phonics. At Dover Park Primary School, we teach phonics through the Read Write Inc. (RW Inc.) phonics scheme (YR&1) which uses a systematic approach to explicitly teach children a comprehensive set of letter sound relationships through an organised sequence. We then use the Spelling Shed scheme through years 2-6 to ensure a consistent approach.

Children need to be encouraged to look carefully at words and be helped to understand how the English spelling system works. Pupils will also be taught to spell words that are relevant to each topic being studied.

Aims

- To explicitly teach spelling systematically and consistently throughout the school
- To teach Phonological Awareness, Word Recognition, Graphic knowledge and Spelling knowledge
- To ensure children learn frequently used words so that they become automated
- To equip children with the de-coding strategies needed to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher
- To make children aware of the Writing Process so that they can write fluently, confidently and independently, concentrating on Spelling when and where it is appropriate

Children need to develop a spelling fluency so that they need to think less about transcription and more about the content of their writing.

Teaching and Learning

The teaching of spelling aims to develop children as independent spellers who take an active part in their own learning. Pupils are systematically and explicitly taught the knowledge and skills they need to become independent spellers through daily phonics/spelling lesson. Routines and structures are provided to enable pupils to apply what they learn about spelling independently in their subsequent writing work. If the spelling curriculum is driven by a pressure to teach lists of words and homophones, regardless of pupils' needs and next steps, progress is unlikely to be made. Teaching aims to teach pupils how to become automated and accurate spellers.

The role of the teacher is to:

- follow the school policy to help each child develop as a confident and independent speller
- Ensure a discreet spelling lesson is taught daily for approx. 20 minutes
- Use every opportunity to discuss, support and model spelling in all lessons
- Ensure daily lessons give pupils the opportunity to apply their learning in spelling
- provide opportunities for individual, paired, group and whole class learning
- provide resources which promote and support good spelling
- provide a rich and lively learning environment supported by well-chosen word resources and interactive displays to enhance pupils' independence as spellers

- maintain high expectations that the pupils will apply taught spelling patterns during every day writing
- Expect pupils to correct spelling as part of their response to marking
- observe pupils, monitor progress and determine targets for development
- Ensure targeted support is provided for those who are below age related expectations to help them catch up
- Send home to parents “Top Ten ways to learn a spelling” sheet annually and refer to in class

Non negotiables

- **Phonics (Rec & Y1) or Spelling (Y2-6) will be taught daily across the school for approx. 15-20 minutes per day.**
- Evidence of daily work will be in a phonics book (YR &1) and in RW Inc. practice books and spelling books from Y2-6
- Teachers will base their teaching on the Read Write Inc. Phonics (YR&1) and Spelling Shed (Y2-6) schemes
- Reception and Y1 Teacher to follow Read Write Inc. materials to give a consistent, robust and regular input
- All classrooms will have an English working wall and a working wall with a Spelling focus including – phonics at KS1 and at KS2, a focus on Spelling Sounds / GPC / current Spelling patterns/ investigations. RW Inc. banners will be displayed in all classrooms Y1-6.
- A topic display will include all key words to support spelling
- There will be spelling support materials on the tables or easily accessible in the room for pupils to access (self-support and learning to check spellings independently)
- Always use the correct terminology to teach children about phonics and spelling
- Spelling will be marked / corrected following the school’s marking policy . Teachers will expect children to correct words that should be spelt correctly for the NC age and stage of the pupil such as CVC words, common exception words, words from spelling lists and tier 3 topic words that are displayed around the room. SP will be used to denote a spelling error.
- **Some of the teaching methods and strategies we will use are:**

Teachers should be aware of the strategies that good spellers appear to use and teach these strategies explicitly to children:

- **A phonic approach-** sounding out the word, and spelling it the way it sounds
- **Analogy-** spelling it like other known words (e.g. call and fall)
- **The identification of ‘tricky’ parts of words** so that these can be learned (e.g. separate and miniature). These are the ‘common exception words in the National Curriculum.
- **A visual approach-**writing the word in two or three different ways and deciding which looks right
- **Using syllables** to break up the word into chunks
- **Using etymology of the word** and it’s origins to help spell words/ understand meaning

The teaching of spelling will be taught in context as much as possible

- Through the use of high quality texts
- Through rhyming activities and songs
- Identifying letter patterns and grouping words
- 'Look, say, cover, write, check'
- Dictionary activities
- Investigating spelling rules / patterns
- Spelling games from a variety of sources but mainly Spelling Shed
- Written activities taken or adapted from Spelling Shed / RWInc in KS1
- Online Assignments set through Spelling Shed
- Handwriting new spelling patterns
- Editing and proof-reading

The role of the child is to:

- 'Have a go' using phonic and other learned strategies when spelling unfamiliar words
- Apply previously learned words and spelling rules in their writing across the curriculum
- Test and support each other with spelling exception words
- Use 'look, cover, write, check' or other methods regularly to learn unfamiliar words
- Refer to the learning environment and working walls as a resource for spelling
- Edit their own writing and correct spellings as a response to marking
- Use their books to record Spelling investigation work that they undertake
- Investigate spelling rules as a home learning task
- Investigate other words which fit a pattern and learn to apply these rules
- When writing, put a wiggly line underneath if you are unsure of the spelling of the word and check later

Provision

- Early Years Foundation Stage (EYFS): Communication, language and literacy and Y1**
 - In year R/KS1, segmenting to spell should become an increasing element in phonics sessions as pupils move from phonemic principles to a wider range of strategies to spell. Breaking words into syllables and recognizing how words are built (morphemic principles – 'ed', 'ing' etc.) need to be taught. The use of sound buttons should be regularly modelled (on palm for example) and used by pupils during spelling activities.
 - Developmental writing is encouraged to give pupils confidence; it is crucial that pupils at this stage in their development as writers do not become over-concerned with spelling accuracy.
 - Support is given to spelling by providing writers with aids such as alphabets, high frequency words, word banks and a working wall to stimulate interest in, and enthusiasm for, words.
 - Daily phonics lessons build their phonic and spelling knowledge to enable them to sound out words and spell high frequency words correctly.
 - The children in Y1 and Reception follow the Read Write Inc. Phonics Programme, supported by Phonics Play, Bug Club including Phonics Bug.

ii) Key Stage 1 (Y2 upwards) & Key Stage 2

- Phonics is taught alongside spelling using Spelling Shed programme. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound by accessing the alphabetic code.
- Pupils should be taught to spell words containing each of the 40+ phonemes already taught.
- In addition, the pupils learn how to spell a number of high frequency words, the days of the week and common exception words to enable them to write fluently. They investigate and learn to use common spelling patterns, apply simple spelling rules and frequently used prefixes and endings in their own writing.
- The Spelling Shed Programme will be used to support daily spelling learning from Yr 2-6
- Each child will have a Spelling book
- Phonics and Spelling are taught daily in KS2. These sessions should be seen as vocabulary exploration rather than simply learning by rote.
- Over a half term, approximately 2/3rds of spelling time is devoted to teaching the year group objectives to the whole class. All pupils need to access the spelling curriculum for their year group to avoid increasing gaps. Differentiation can still be achieved within this by level of support during investigations, and the level of depth and difficulty in the range of words to which a rule could be applied.
- The remaining 1/3 of time is used for devising and improving on personal spelling targets, building a bank of spelling cues 'how to learn a spelling', high frequency word practice and specific cross-curricular words. Clearly this work can and should be reinforced outside of spelling sessions during whole group and guided writing and when using cross curricular words in context.
- All pupils have a 'Spelling book' to record spelling rules, build word families and practice dictated sentences.
- Spelling rules/approaches/strategies covered should be displayed for pupils to refer to.
- Pupils who are still struggling with using phonic strategies will still benefit from seeing morphemes in words and seeing links between spelling and meaning. They should be exposed to the NC objectives for their year group.
Additional targeted support will be put in place for pupils who need it (Nessy Spelling and Reading/ Rapid phonics/writing, Catch up Literacy, practicing HFW in a variety of ways, SOS spelling, precision teaching)
- When marking spelling in written work, feedback should be given that requires the pupil to THINK about why they have made an error. Activities such as finding words that include the same morphemes, exploring words that contain a certain spelling rule or explaining a technique that could be applied to remember the pattern are ideas of specific spelling tasks to complete.

- As the teaching of spelling becomes more confident, teachers will be able to make professional judgments about sub-grouping students during spelling sessions according to need. There can often be a group of good spellers who do not need to be taught a rule – and could be doing vocabulary extension work or working on personal spelling targets.
- Teaching strings of homophones in a bunch is not often effective, if pupils are struggling to remember the difference. That these are words that sound the same but have different meanings and spellings is exactly the problem! It is best to build a spelling cue for one word that has homophones (e.g. two, twelve, twenty/ here, where, there – link between meaning and spelling) then build in the other options. This builds mental meaning cues, rather than just relying on visual memory.
- Teachers and pupils should link the learning of spelling to good cursive handwriting script. Motor memory and handwriting fluency plays a large part in becoming a good speller. The use of whiteboards to display/work out/record spellings supports motor memory and enables teachers to monitor, assess and respond appropriately.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Planning

- Teachers use the new NC spelling objectives and the Read Write Inc. Spelling Programme / Spelling Shed to structure the core curriculum. The HIAS Suggested Core Spelling Curriculum documents can be used alongside to support appropriate progression in spelling as this contains additional guidance.
- The objectives outlined in the current governmental guidance are delivered through an investigative approach, to allow pupils to “discover” words which fit patterns and those which are exceptions to the rule.

Role of Parents and Carers

Home learning

- Children throughout the year groups will take home spellings to investigate/ learn relevant to their age, and these focus on high frequency words or a particular spelling pattern.
- Spelling activities and investigations will be given weekly as part of home learning using the schools systematic spelling programme and will not focus exclusively on rote learning lists of words. These may be Assignments to complete on Spelling Shed.

The role of the parent/carer in spelling is to:

- ensure that their child completes all spelling learning/ investigations set by the class teacher and returns them to school
- support and encourage their child to learn high frequency spellings regularly and often, using “Top Ten ways to learn a spelling” as support.

Assessment and Record Keeping

Assessment (by staff and children) is used to inform the planning and teaching of spelling and writing.

Assessment of spelling takes various formats:

- Children will respond to next steps marking in blue pen. Their response will have an impact on their learning and feedback will be given by the teacher. This may include a spelling focus linked to previous learning. Spelling progress should be monitored through the use of a standardized spelling test (Young's Parallel) that yields a spelling age twice a year (more often for SEN pupils). This data is logged on a spreadsheet by the SENCO to track progress and identify particular needs. The diagnostic tool in RW Inc. can also be used. This should be used more frequently with pupils who receive targeted support, to measure the impact of the intervention.
- Progress should also be monitored qualitatively through diagnostic tests and in pupils' writing and captured at least termly in order to assess progress in the taught spelling patterns and those from lower years. Conferencing pupils about their confidence as spellers, and the strategies they are acquiring and using to improve also provides valuable self-evaluation evidence.
- SEN pupils may use "SOS Spelling Strategy"/ Nesy Spelling and Reading to assess spelling progress.
- KS1 (and less able KS2 pupils) termly phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified;
- National Curriculum Grammar Punctuation and Spelling Test (end of Years 2 and 6)
- Teachers will be regularly assessing spellings in context, for example: learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences. They may also send home a list of words which follow certain rules to be learnt, to be assessed in class.

Equality of opportunity

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of attainment, age, disability, gender, race or ethnicity or cultural background as defined by the Equality Act 2010.

All children have particular learning needs, including SEN and Gifted and Talented. Attainment is monitored half- termly (see section above 'Assessment and Record Keeping'), as well as through ongoing daily formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support. Spelling support is carefully chosen to meet the needs of all children, particularly those who need extra support or challenge. These include 1:1 sessions (including Catch up Literacy), small Spelling groups (including Rapid Writing) and phonics intervention groups (including Rapid Phonics). Extra resources may also be used, such as spelling mats, word banks, Neo writers, phonics flashcards, and spell checkers.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Spelling Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years. The member of the Senior Leadership Team with responsibility for writing is the English Leader – Maria Kirby.

Spelling throughout the school and policy into practice will also be monitored throughout the year in the following ways:

- Governor's work scrutiny;
- SLT/staff work scrutiny;
- EYFS/KS1/KS2 external moderation;
- KS1 / KS2 moderation;
- Moderation with other schools in the cluster. Literacy Leader Termly monitoring and reporting to SLT and Governors: Blink, Work and planning scrutiny, Learning walks, pupil interview, half termly data analysis, Impact of interventions.
- LA LLP Monitoring Visits

Top Ten ways to learn a spelling

1

Break it into sounds eg



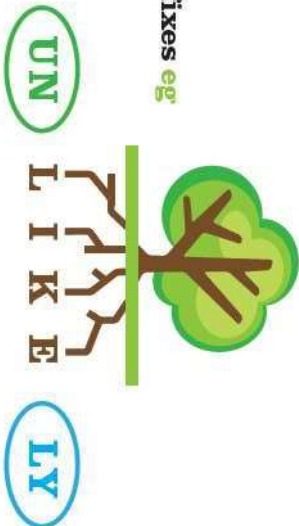
2

Break it into syllables eg



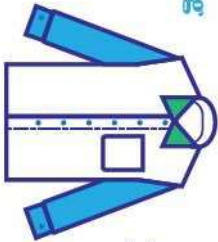
3

Break it into root words and affixes eg



4

Use a mnemonic eg



NECESSARY

one collar
two sleeves

5

Use your knowledge of word roots eg



MUSIC
MUSICAL
MUSICIAN

6

Use word families eg



WOULD
SHOULD
COULD

7

See words within words eg

a friend to the end
a rat in separate



8

Use spelling rules eg



9

By sight - learn the shape of the word eg



Look, Cover, Remember, Write, Check

10

By movement - get used to writing the word with your finger, a pen, in the air.. eg

