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**Spelling Policy**

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## Introduction

Across the Skylark Federation, we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

### Aims:

- Develop and teach the children to use a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings
- Promote a positive and confident attitude towards spelling
- Help children to use a range of dictionaries and spell checks effectively
- Provide equal opportunities for all pupils to achieve success in spelling
- To guide each child towards becoming an effective speller

This policy supports our school aim of raising standards across the school in English.

## Teaching and Learning

Spelling is taught as part of a planned programme, following the requirements of the new National Curriculum. In Year 2, spelling is still taught daily as a phonics session and in Years 3 - 6, spelling is taught **at least** twice a week. In addition, handwriting lessons and shared/guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual.

## Early Years Foundation Stage (EYFS) & Key Stage 1

High quality phonic work is taught systematically from Reception to Year 2.

**'Letters and Sounds'** are used together with Jolly Phonics and Phonics Play resources. A discrete period of 15mins will take place daily within Key stage 1.

Children will be taught:

- The grapheme -phoneme correspondence in a clearly defined sequence
- The skill of segmenting words into their constituent phonemes to spell
- That blending and segmenting are reversible processes

Each session should be fast, fun and multisensory. Each session will follow a clear sequence as follows:

**Introduction** - The teacher will explain to the children what they will be learning today and get them enthusiastic and motivated for the session.

**Revisit and review** - The children will play a quickfire game to practise something they have learned before and help build their confidence.

**Teach** - The children will be taught a new phoneme/grapheme or a new skill - this will be taught in a fun multisensory way and may well involve: songs, actions, pictures, puppets, writing giant letters in the air.

**Practise** - The children play fast, fun games to practise the new thing they have just learned. Many of the games on this site will be used in this section of the session.

**Apply** - The children will have a quick go at reading or writing sentences that involve the new thing they have just learned.

Outside of the phonics session children should be given lots of opportunities to apply the new skills that they have learned in all the lessons that they do. The more opportunities they are given the sooner they will become confident with these skills.

## High Frequency & Common Exception Words

Throughout each phase the high frequency words will be taught along with the common exception words.

## Key Stage 2

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum. Spelling sessions take place **at least** twice a week to ensure children have the opportunity to practise and embed new spellings. Where necessary, some pupils will consolidate the phonic knowledge and skills from Key Stage 1.

## **Planning**

Teachers in KS1 are to use the 'Letters and Sounds' and Phonics Play planning, supplemented by additional sounds as specified in the 2014 National Curriculum.

KS2 staff use a range of spelling resources to meet the 2014 National Curriculum objectives for spelling. Current objectives will be highlighted on weekly planning and a record of objective coverage is to be kept up to date on the planning server.

Planning across the whole school follows the sequence of 'Revise, Teach, Practise and Apply/Assess'. Where pupils have made limited progress, individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEND coordinator and parents.

## **Resources**

To enable all children to develop the range of strategies taught, classrooms will be well equipped to support the different activities and learning styles. Resources may include: whiteboards and pens, ICT spelling games, magnetic letters, word banks (including cross curricular words as well as high frequency and common exception words), word cards, thesauri, dictionaries, picture dictionaries and wall charts.

## **Assessment**

Children are assessed at the end of each phase during the 'Letters and Sounds' programme before moving onto the next phase.

There are no weekly spelling tests as evidence suggests that children do not learn spellings through testing alone, but through regular reviews of previous learning and application in their work. When marking, teachers do not correct beyond what has been taught about spelling. Once a child is secure in their spelling of a word, it will not be accepted spelt incorrectly.

As part of the end of **Key Stage 1 and 2 testing**, the children in Year 2 and 6 will undertake the 'Spelling, Punctuation and Grammar' test.

## **Monitoring and Evaluation**

Teaching staff monitor their pupils through observation, teacher assessment, marking work and regular reviews.

The English subject leader will review the spelling across the school and will work with the SLT to evaluate and amend the policy accordingly

*To be reviewed February 2019*

## Spelling Strategies

Pupils should be given **strategies** to help them learn to spell.

**Rhyme** – if they can spell mouse, they should be able to spell house

Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in 'chunks' rather than 'letter by letter'

Use **different coloured post-its**, one for each word. This will help pupils visualise the word when they are trying to recall it.

Write the word in **sand, finger paint** etc –helps form memory hooks.

Use **big paper and big felt pens** – not always a jotter.

**Chant the syllables** eg Wed-**nes**-day, emphasising the tricky bit. Use actions for each syllable.

**Draw a picture** to help with a word eg big elephants can always understand small elephants = because

**Make the word into a picture** eg bed could be drawn to look like a bed

## Look, Cover, Write, Check – 'SHOW ME'

Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word - 'one two three, show me' and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective, It can also be done in trios or quartets.

## FLASH CARDS

This is similar to the 'show me' activity above. Pupils quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say 'show me', one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

## DEFINITIONS

Make this exercise a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.

## CROSSWORD

Using squared paper, pupils make a crossword using their spelling words. Definitions are written below to form the clues. The children may have already written the definitions during a previous spelling session.

During a further session, crosswords are swapped and completed by another member of the group. These would then be checked by the pupil who created the crossword.

## **SPELLING ALOUD**

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the 'winner' is the one who has most cards at the end of the game.

## **SPELLING TENNIS**

Pupils work in trios. One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

## **ALPHABETICAL ORDER**

Pupils write out their spelling list in alphabetical order.

## **MUDDLED LETTERS**

Pupils rewrite each of their spelling words in a muddled up fashion eg 'beautiful' could be written 'befitualu'. It is better if they always put the initial letter in the correct place. These muddled lists are then swapped with someone with same spelling words. Without looking at the correct list, pupils have to rewrite each word correctly.

## **DICTIONARY RACE**

Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills.

## **SYLLABLES**

Working in twos, pupils split their spelling words into syllables eg beau-ti-ful.

Again close attention to details is needed so it helps them to retain more difficult spellings.

## **WORDS WITHIN WORDS**

Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'practising', you could find – 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

## **GUESS THE WORD**

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin *anywhere* in the word – it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given – the more points to be won.

## **SILLY STORY**

Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class – the stories are usually very silly so children enjoy this activity.

## **KIM's GAME**

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes *one* of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

## **MAGNETIC LETTERS**

Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

## **WORDSEARCH**

Using squared paper, pupils make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words.

For the next spelling session, wordsearches are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find? They are then swapped back and marked by the original owner of the wordsearch.

## **MNEMONICS**

Show the children an example of a mnemonic and explain why they are used eg **big elephants can always understand small elephants because**

Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set – again about 10 minutes. Their mnemonics can then be shared with another pair, the whole group or displayed on the wall for everyone to use.

## **LUCKY DIP**

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.