



Deal Parochial Church of England Primary School

Spelling Policy and Practice

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Vision Statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community

that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

This spelling policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of Spelling. It has been written with due regard to the requirements of the New English National Curriculum (2014) and it will be monitored and evaluated according to changes within these documents as and when they arise.

Our vision at Deal Parochial is to make every child a confident, brave and independent speller.

Aims:

- To teach spelling systematically throughout the school; and to adopt a whole school approach
- To teach Phonological Awareness, Word Recognition, Graphic Knowledge and Spelling Knowledge through the use of 'Letters and Sounds Revised (Little Wandle)' which underpins teaching and learning

- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the English National Curriculum
- To equip children with the strategies to tackle unknown words independently and sensibly, avoiding dependence upon the teacher
- To encourage children to focus on the quality of the word and its impact, rather than choosing a word that they can spell, that may not have the same effect on their writing
- 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 (in the editing phase)

Developing Spelling:

Efficient spellers are able to:

- Break words into syllables and segment words into component phonemes
- Know which graphemes represent the phonemes in words
- Distinguish visually between words which are 'legitimately' spelled, e.g. wait, wate
- Know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used
- Recall, e.g. by mental image, memorising the order of tricky letters and 'tricky' words
- Know spelling rules, e.g., relating to double letters
- Look for similarities in the spellings of words which are etymologically related, eg, sign, signal

The Teaching of Spelling in EYFS and Key Stage 1:

Phonetic knowledge underpins the teaching of spelling in EYFS and KS1. At Deal Parochial, we use the 'Little Wandle' scheme of work as a vehicle for driving 'Letters and Sounds Revised'. This is to support children in developing their phonetical understanding. It is taught daily. High Frequency and tricky words are taught in parallel, with the teacher modelling the spelling strategies, highlighting the 'tricky' part of word. The children then write the word independently and check against the teacher's example.

In the latter stage of Year 2 and Key Stage 2, the school then follow the 'Twinkl' scheme to support, facilitate and supplement learning of spelling patterns. In year two, children who have passed the phonics screening check will follow the Key Stage 2 expectations for spelling in line with the Year two National Curriculum objectives. Phonic interventions (Little Wandle catch up sessions) continue for children requiring phonic support.

The 'Conquering Literacy Programme' recommended by the BDA (British Dyslexic Association) is available for children with dyslexic tendencies.

Key Stage 2:

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology and etymology to support their spelling. Phonics is not taught explicitly. **However, if children are still needing support with spelling, then the 'Little Wandle Keep Up' programme is used which provides a consistent approach to interventions across the school.** In addition to consolidating phonetical understanding, in Key Stage 2, children need to understand relationships between meaning and spelling where relevant e.g. understanding the links between medical and medicine. Pupils will also understand the principles of prefixes and suffixes. Teachers will be aware of spelling patterns taught throughout the school so that rules can be consolidated and built on.

In Key Stage 2, spelling dictation is delivered weekly during allocated grammar sessions, with additional time to practice taught strategies during the week. There is an expectation that children are provided with 3 spelling sessions a week, this should include one session which introduces the new spelling rule/pattern, models and provides dictation practise. All children have a spelling diary. Evidence of daily sessions is recorded in this diary and then weekly tests are carried out at the back of this book.

Spelling lessons are taught to meet the needs of **all** learners, with a key focus on **spelling strategies and games**. In order to guide children to becoming more confident spellers, the teaching of spelling is as **investigative** as possible. The lessons provide visual, auditory and kinaesthetic elements in which the children play a vital role in their own learning.

Spellings are marked **consistently** across the curriculum; see the marking policy for more information. Children's individual spellings are identified and collected at the back of their books and tested regularly. The aim is that these misspellings will be correctly learned by the end of the year. Homework Spelling lists are given out on a Friday and spellings are tested the following Friday. Teachers should provide meaningful feedback on the tests and use the results to inform further planning and provision. Children are encouraged to use the look, cover, write check method to learn their spellings and to write out their words in sentences for an extension. Teachers should expose children to a range of different spelling strategies. There should be evidence of a broad range of strategies within the children's spelling books. Children with special needs have an adapted list.

Children should always be encouraged to try, use and spell ambitious vocabulary in their writing. Staff also model a 'word aware' environment within their classroom. Spellings are taken from the statutory spelling lists for each year group alongside age appropriate word lists. All spelling lists meet the requirements of the National Curriculum.

Monitoring and assessment of weekly spellings:

Class teachers are accountable for tracking, monitoring and assessing the progress that their children are making towards meeting the expected age- related spelling standards.

- All children have an in school 'spelling diary' that is used to record daily spelling activities carried out throughout the week, acting as a primary evidence base.
- All teachers collect in spelling scores each week, tracking individual children and using this information to inform next steps. This information is recorded and available on request.
- Spelling lists are sent home each Friday and this is consistent across both Key Stage 1 and Key Stage 2. Children in all classes are tested on those weekly spellings on the following Friday.
- Teachers use performance data that is provided for their class to pick out trouble spots and action next steps.

Dictionary Use:

There are a range of dictionaries and thesauri in each class which are differentiated to suit the range of needs within the class. As well as carrying out investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during work times.

Glossary of terms:

Morphology - The study of the forms of things e.g. how a word is formed.

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history.

Learning environment through 'Word Walls'

Classrooms create a **word aware** environment via a class '**Word Wall**' display. This display should be meaningful and purposeful and current. Each display would be titled 'word wall' and promotes the weekly spelling rule and spelling strategies that have been modelled alongside this, accompanied by

any word work or sentence work. The principle behind the word wall is to help children recognise spelling accuracy alongside vocabulary development. Features should include:

- Word/sound of the week in a starburst (see appendix)
- Current flipchart models/examples that demonstrate dictation and spelling strategies
- A build-up of key vocabulary over the course of the week, where children have recognised their spelling rule/sound in a variety of different curriculum areas
- Reminders and teacher models of spelling strategies) which not only facilitate but develop an independent approach to spelling, this includes phonetic sound buttons and digraphs
- 'Word of the day' – linked to the key sound/spelling rule/pattern
- Examples of children's work
- Examples of enjoyment and celebration of spoken and written vocabulary
- Word meanings and semantic meanings

Appendix

Suggested ways to promote fun with spellings:

'Word Workshops' - a motivating and enjoyable way to reinforce newly learnt words and strategies. Divide the class into four to six student groups. Groups can all do the same activity or each group can be given a different activity. Select vocabulary/spelling rules that you have been targeting in class. Write this on the board or point the words out on the 'Word Wall', so that children are aware of the words they will be focussing on. Some of the suggested activities for the workshops include:

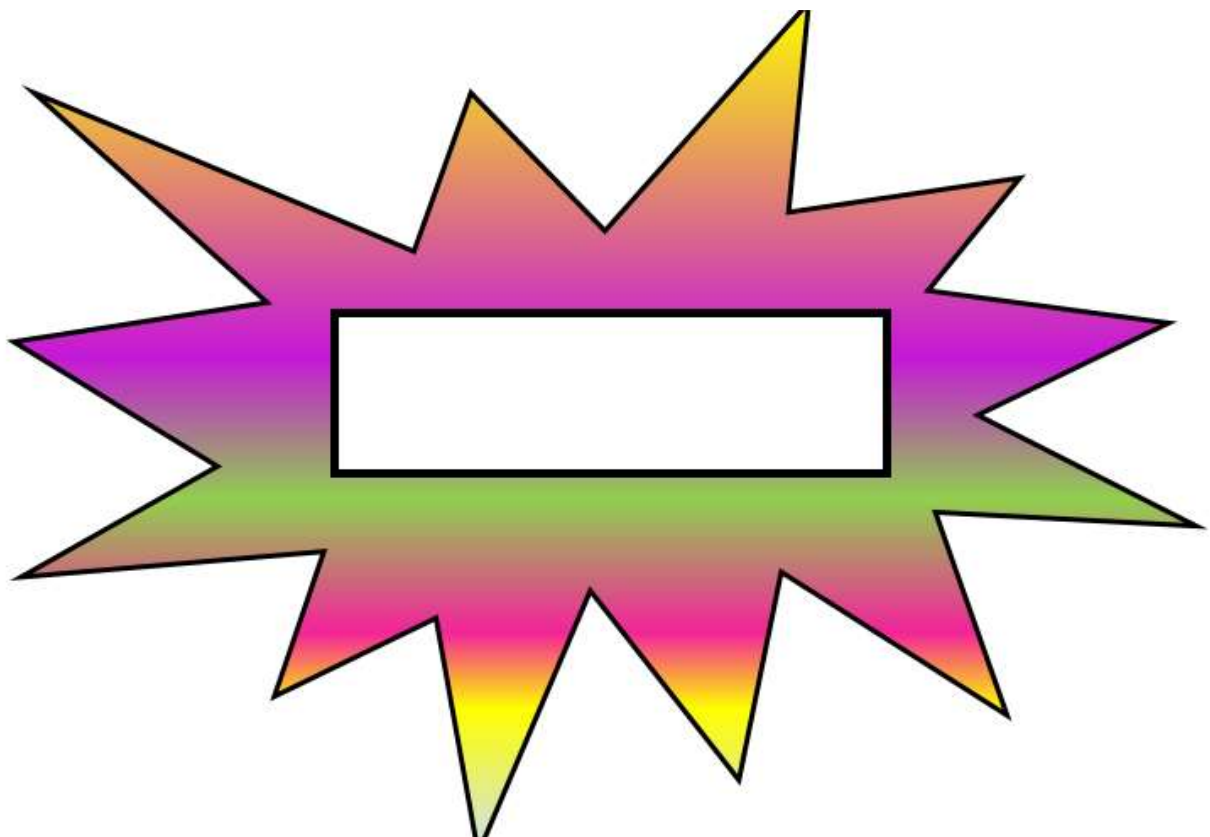
- (1) A word I like...
- (2) Spelling brainstorm
- (3) Champion words – How many other words do you know that mean the same as this spelling?
- (4) Definition carousel
- (5) Spelling grids
- (6) Words of the week word search
- (7) Pictograms
- (8) Synonym match
- (9) Draw your favourite word of the week
- (10) One-word book
- (11) Quick as you can
- (12) Spelling connection games through mind maps
- (13) Semantic feature analysis
- (14) Act it out
- (15) True or false
- (16) Word and context
- (17) Make up a story about your word of the week

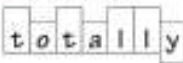
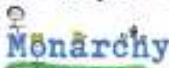
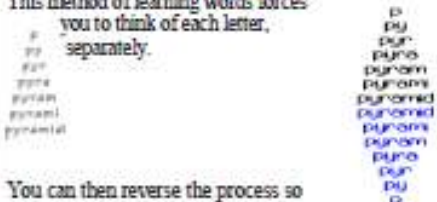
Prompt questions are used by the teacher to support this activity and this question mat features as part of all 'Word Wall' displays:

Encouraging talk around spellings: To be displayed in all classrooms on 'Word Wall'

What does it look like?	What does our target word/sound look like?	Describe one of your weekly spellings to a friend.	When might someone do this? When might you do this?
Can you think of something else that might be described like this 'word' or 'sound'?	What verb might describe one of our weekly spellings?	Think of a time when you might use this word?	I like/don't like this word because...
Where might you see this word in the real world?	Which other words are a bit similar to this word? Which words have similar sounds? Are the phonemes the same?	Can you think of any other words which have this phoneme, but sound different?	How will you remember this word? What strategies will you use?
Why might your teacher have chosen this word? Have you heard of this word in a story you've read?	Which will be your favourite strategy in remembering this word?	Can you make up a story about this word?	True or false eg. 'Which of these things is most likely to be tattered ?' Then provide options.

Starburst 'Sound of the day'/'Rule of the day': A feature of every 'Word Wall' display in each classroom



<p><u>Look, say, cover, write, check (LSCWC)</u></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>	<p><u>Trace, copy and replicate (TCR)</u></p> <p>Write the word out on a sheet of paper making sure that it is spelt correctly and it is large enough to trace over.</p> <p>Trace over the word and say it at the same time.</p> <p>Move next to the word you have just written and write it out as you say it.</p> <p>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.</p> <p>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>
<p><u>Word Shape (WS)</u></p> <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.</p> <p>Now try to write the word making sure that you get the same shape.</p> 	<p><u>Drawing an image around the word (DI)</u></p> <p>This strategy is all about making a word memorable.</p> <p>The drawing has to link to the meaning of the word in order to try to make the spelling noticeable.</p>  <p><i>You can't use this method as your main method of learning spelling, but it might work on those that are just a little more difficult to remember.</i></p>
<p><u>Pyramid words (P) and Diamond Words (D)</u></p> <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>	<p><u>Rainbow writing (RW)</u></p> <p>Using coloured pencils in different ways can help to make parts of words memorable.</p> <p>You could:</p> <ul style="list-style-type: none"> - highlight the tricky parts of the word or - write the tricky part in a different colour or, - write each letter in a different colour, or, - write the word in red, then overlay in orange, yellow and so on.
<p><u>Quickwrite (Q)</u></p> <p>The aim is to write as many words as possible within a time constraint.</p> <p>For example, in two minutes write as many words as possible with the long AY sound.</p> <p>OR, write as many words as you can with the AI grapheme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p><u>Words without vowels (WWV)</u></p> <p>Words are written without the vowels and pupils have to choose the correct grapheme to put in the space.</p> <p>For example, for the word <i>field</i>:</p> <p>f _ _ ld</p>
<p><u>Dictionary Work (DW)</u></p>	<p><u>Thesaurus Work (TW)</u></p>