

Entitlement and curriculum provision

Spelling is taught as part of a planned programme, following the requirements of the new National Curriculum. In addition, handwriting lessons and shared and guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies. The teaching of spelling of subject specific vocabulary occurs in all subjects and opportunities are made in these lessons to reinforce spelling work undertaken during English lessons.

Aims:

- To guide each child towards becoming an effective speller
- To encourage children to see learning to spell as an integral part of the developmental process of learning to write.
- To understand the principles underpinning word construction (phonemic, morphemic and etymological)
- To encourage children to explore words and vocabulary.
- To be able to apply spelling strategies
- To encourage independence and self-evaluation as part of their spelling development.

Teaching and Learning

Foundation Stage and Key Stage 1

Use of high quality phonic programme

High quality phonic work is taught systematically from Reception to Year2. Letters and Sounds programme is used consistently across the school. A discrete period of 20mins approx will take place daily within Key stage 1.

Children will be taught :

- Grapheme- phoneme correspondence in a clearly defined sequence
- Skill of segmenting words into their constituent phonemes to spell.
- Blending and segmenting are reversible processes.

Overview of Phases 1-6

Phase One supports the development of speaking and listening.

Phase Two marks the start of systematic phonic work. Grapheme- phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught either writing the letters or using magnetic letters to encode words.

Phase Three completes the teaching of the alphabet and then move on to sounds represented bby more than one letter, learning one representation for each of the 42 phonemes. Just one spelling is given at this stage for each phoneme.

Phase Four children start to read and spell words containing adjacent consonants. No new phonemes at this phase.

Phase Five looks at the alternative spellings for some phonemes.

Phase 6 overlaps with the material within Support for Spelling. Word specific spellings eg see/ sea. Spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual GPCs eg laughs, two.

Common Exception Words

Throughout each phase the tricky common exception words will be taught.

Children will use the system of quick write and continuous application to learn new spellings.

Each teacher uses a variety of methods to ensure the correct spelling of the common exception words appropriate to each phase plus topic specific vocabulary.

Teachers should recognise worthy attempts made by children to spell words but should also correct them selectively and sensitively.

Transition from Year 1 to Year 2

Children will have followed a programme of phonics teaching in the Reception Year and in Year 1. By the end of Year 1, the expectation is that most children will be secure at phase 5, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. This is addressed in the spelling objectives for Year 2 which follow the 2014 curriculum.

Learning spellings throughout the school

*Children will learn spelling patterns.

*Spelling patterns will include:

-Objectives from the spelling section of the National Curriculum

-Prefixes and suffixes that are applicable for their year group

*Children will not be given a fixed list of spellings to learn but will continue to practise the spelling pattern they are focusing on that week.

*A quick write strategy is carried on throughout the school to help children learn spellings that are not following a spelling pattern from their year group in the National Curriculum.

Key Stage 2

*An investigative approach is taken to the teaching of spelling patterns in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum.

*Where appropriate these are supported by Support For Spelling.

*Spelling sessions take place on a weekly basis to ensure children have the opportunity to practise and embed new spellings.

*Spellings are also practised at home.

*Spellings that are corrected in subject books that are not in line with the National Curriculum objectives for that year group are found and three spellings are highlighted in writing.

*Where necessary, some pupils will consolidate the phonic knowledge and skills from Key Stage 1.

Learning and practising spelling

Children will develop different strategies for memorising common exception or topic words.

The children continue to use the quick write strategy from Key Stage one.

Memory strategies:

Syllables To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)

Root words To learn my word I can find its base word (e.g. Smiling – base smile +ing, e.g.)

Prefixes and suffixes Learning the meaning and patterns for prefixes and suffixes.

Application of spelling in writing

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work.

This process is supported through:

• **shared writing**: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills;

• **guided and independent writing**: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;

• **marking the children's work**: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement;

- **teaching and practising handwriting:** learning and practising a fluent joined style will support the children's spelling development.

Assessment

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

Spelling Tests

- *Children are tested weekly or every other week on the spelling pattern they have been learning.
- *A spelling dictation is carried out, where words with that spelling pattern are placed in sentences and the whole sentence is written by the child.
- *Spelling dictations are carried out in both spelling test books and handwriting books.
- *Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching.

Teachers will:

- Set clear expectations when the children start to write. Reminding them of the strategies, rules and conventions that they can apply.
- Analyse children's errors.
- Provide feedback and time to respond.

Corrected spellings

*Spellings that have been corrected are written in the margin correctly for the child to copy 3 times or children are to find the spellings themselves in a dictionary.

Standardised spelling assessments are administered across school on a termly basis in addition to the regular spelling tests.

Using dictionaries and spelling checkers

Each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and use these to check tricky spellings.

Links with handwriting

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked.

Handwriting sessions. As children are taught the basic joins they can practise joining digraphs as one joined unit. This can develop into practising letter strings and complete words linked to the specific focus for teaching in the spelling unit.

Common exception words can be demonstrated and practised as joined units (e.g. the, was, said).

Spelling sessions. The children need to see the target words written in joined script as frequently as possible and to practise writing words.

Inclusion

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEN coordinator and parents.