



Hazelwood Schools

Spelling Policy

Reviewed and Adopted: June 2018

Reviewed by: SLT & LTS committee

Next Review: June 2021

Review every three years

Introduction:

At Hazelwood we recognise that:

- We need to help pupils to become competent spellers who spend less time and effort on thinking about spelling so that they can become fluent and effective writers by channelling their time and energy into the skills of composition, sentence structure and precise word choice.
- Spelling is a particular skill, or set of skills, that requires direct instruction for the majority of children.
- 85% of the English spelling system is predictable so the key to supporting the pupils to become confident spellers lies in teaching strategies and spelling conventions in a systematic and explicit manner following on the principles of phonic development.
- Pupils might have difficulties with spelling words when the spelling cannot be predicted from the way the words sound. This can be reduced by teaching them various spelling strategies, patterns and conventions.
- Word lists and tests are not the most successful methods either for teaching spelling or for motivating children. They are not enough because children need focused interactive teaching provided by a teacher which is fun and memorable.

Curriculum Provision:

We follow the English Programmes of Study for Key Stage 1 and 2 of the National Curriculum (September 2013) for the objectives year group needs to learn. Click below to view this document https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf The spellings taught are mapped out in our half termly pacing sheets.

The structure for the teaching of spelling at Hazelwood is based on the outline provided in the Letters and Sounds document, DfE 2007 programme designed for FS and KS1 pupils (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf) and Support for Spelling document, DfE 2009 programme designed for KS2 pupils, (http://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf). The emphasis these documents give to applying patterns and strategies is synonymous with our belief that learning to spell is a cumulative activity and needs to be taught systematically in an explicit way. Additionally, at Hazelwood, the teaching of spelling is placed in a meaningful context of learning journeys with various cross-curricular opportunities for pupils to learn and practise spelling of new words. The English Leader is responsible for monitoring and evaluating the effective teaching of spelling across the school with the support of Senior Leadership Team.

Teaching and Learning:

Teaching aims to show pupils how to become natural and accurate spellers by:

1. Using a structured approach as outlined in programmes of study (Letters and Sounds and support for Spelling).
2. Ensuring that pupils learn and practise those words which they most frequently misspell as individuals in their writing (personalised learning approach).
3. Increasing their spelling vocabulary: learning how to spell subject-specific words which occur across the curriculum.
4. Teaching editing and revising as part of the writing process (editing for spelling is included in this procedure)
5. Using a variety of strategies for remembering spellings.

Strategies for spelling:

- **Sounding words out:** breaking the word down into phonemes (e.g. *c-a-t, sh-e-ll*) however many words cannot be sounded out so other strategies are needed;
- **Dividing the word into syllables**, say each syllable as they write the word (e.g. *re-mem-ber*);
- Using the '**Look-Say-Cover-Write-Check**' strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- Using **mnemonics** as an aid to memorising a tricky word (e.g. **people: people eat orange peel like elephants; could: O U lucky duck**);
- Finding **words within words** (e.g. *a rat* in *separate*);
- **Making links** between the meaning of words and their spelling (e.g. *sign, signal, signature*) – this strategy is used at a later stage than others;
- Working out spelling rules for themselves – a later strategy;
- Using a dictionary as soon as they know how to.

Continuity and Progression:

Foundation Stage:

The emphasis at this stage is multi-sensory, linking the teaching and practising of letter shapes and patterns with the development of pupils' ability to listen to, and discriminate between, the constituent sounds which make up a word. Much of this occurs through games and activities which encourage focused listening in music, dance and physical education, as well as literacy activities where there is a focus on rhyme, rhythm and alliteration. Pupils learn at an early stage how to discriminate and make connections between sounds used in reading (phonemes) and letters (graphemes) used in spelling/writing. They learn 'tricky' words and practise them in their reading and writing. Letters and Sounds sessions are taught for 20 minutes every day at the start of the day.

Key Stage 1(KS1):

The Progression in Letters and Sounds programme continues to be taught on a daily basis for 20 minutes in Year 1. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes (sounds) for writing, matching the most likely grapheme/s (letter/s) to each phoneme by accessing the alphabetic code. In addition, the pupils learn how to spell a number of tricky words, high frequency words and common irregular words as listed in the programmes of study to enable them to write fluently. They are taught how to use a simple dictionary, a range of word banks and their knowledge of word families. The '**Say-Look-Cover-Write-Check**' strategy is established together with using **mnemonics** to remember spelling of new words with unpredictable spelling patterns. For example: Pupils learn the word '**because**' by using mnemonics '**big elephants can't always understand small elephants**'.

Year 2 build upon Year 1 teaching methods. Additionally, Year 2 pupils investigate and learn to use common spelling patterns and frequently used prefixes as well as inflectional endings in their own writing. Support for spelling sessions including Phase 6 phonics from Letters and Sounds programme of study are delivered for 15-20min on a daily basis. Year 2 pupils learn further strategies for spelling: counting syllable blends and finding words within words.

KS1 pupils become increasingly independent as teaching and learning of spelling lies within daily reading and writing practice in the classroom. To consolidate the phonic knowledge and skills some

children take part in interventions or Additional Support for Learning sessions (ASL) that are delivered in small groups on top of Letters and Sounds sessions.

Key Stage 2 (KS2):

At KS2, there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology (building blocks) of words. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills from KS1. A phonics intervention or Additional Support for Learning (ASL) sessions are delivered on top of Support for Spelling objectives where appropriate.

An investigative approach is taken to the teaching of spelling, which is supported by the activities contained in the Support for Spelling programme of study. KS2 pupils have five short spelling sessions (15 mins) in a 2-week period. However, class teachers will also use their professional judgement in order to pitch the teaching at the appropriate developmental level that is suited to the needs of the pupils in their class (personalised learning). Pupils continue to learn tricky words using a variety of spelling strategies.

Building on the approaches introduced in KS1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying their own spelling errors through proofreading, making reasoned choices about likely alternatives and using a range of resources (e.g. spellcheckers and a variety of dictionaries and word banks) for making corrections.

Marking of Misspelt words within written work:

Our policy is not to correct all misspelt words written in pupil's books as this is detrimental to the pupil's well-being and self-esteem and could discourage them from writing. Instead, it is school policy for teachers to identify an appropriate number of words which they feel pupils should be able to spell at their current stage of learning. These words may also be tricky words or subject specific words. To improve these spelling errors, the teacher marks each word with a 'Sp' and writes the correct spelling of that word and 'x3' next to each word. It is Hazelwood's expectation, that the pupils write out the spelling to this word three times which is then acknowledged marked by the teacher. It is important that pupils revise these words continuously until learned. Additional lists of words to practise will be given to children whose spelling skills need to develop in order to close the gap.

Spelling Bee:

Class teachers, in addition to the above, teach from a spelling word list in each year. The word lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate. To make this process exciting and fun for the children, Hazelwood conduct a weekly spelling bee whereby the class teacher chooses one child from each class to compete in the spelling bee within the year. In preparation for this, the class teacher introduces the spelling words at the start of the week and displays them in the classroom. The spellings and the definitions are taught and expected to be applied in their writing in the week where necessary. Year 5 and year 6 are also taught the root word of each word. The children are awarded points for: spelling, definition, application and root origin. The winner is awarded a certificate. The class with the most tokens at the end of the term wins a prize.

Inclusion:

Spelling can be tricky for some children and some may struggle as a result of a special educational need or disability. We are inclusive school and support all our children to make progress. Professional working internally and externally may work with individual children and identifydue to difficulties identified by other professionals, e.g. Speech and Language therapist, Educational Psychologist or a dyslexic specialist. Where pupils have made limited progress in their ability to segment words for spelling, a targeted programme may be required. Individual programmes or strategies for teaching and support are then drawn up as appropriate by the teacher in consultation with the Inclusion team. For example, if a child is dyslexic and difficulties have been identified then strategies will be shared with the class teacher and support staff, and if appropriate, the parents in order to support that child to make better progress.

Assessment:

Assessment of spelling is carried out on a daily basis and is part of an on-going process where the teacher is able to respond to individual needs. Teachers are expected to use their professional judgement as to the number of errors corrected in any single piece of writing and to be mindful of the developmental needs of pupils. Over-correcting and pointing every spelling error can be counter-productive. The marking of specific 'spelling lessons' should identify a number of spelling errors that relate to the focus of that lesson, such as: a particular letter string or spelling convention. Self-assessment (pupils looking back at their own work with purpose of improving) and Peer assessment (pupils looking at work of their peers in order to help them to improve) are also used to give pupils more ownership of their own learning. This improves motivation and engagement in learning to spell. It is a powerful way for pupils to better understand spelling strategies, spelling patterns and conventions as well as to develop lifelong evaluation skills both about their own work and the work of others.

The role of parents and carers:

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies they learn at school. It is important to support your child in the reading, understanding and writing of these words.

Parents and carers are introduced to Hazelwood's teaching and learning of spelling by each year group during 'Meet the teacher' at the beginning of every academic year. The spellings outlined in the National Curriculum have been split into termly Spelling Objectives for each year group from Year 1 to Year 6 and are available on the year group pages on our website:

<http://www.hazelwoodschoools.org.uk/>

We are not a testing school, therefore we will not be sending out weekly lists of spellings for your children to learn. At Hazelwood, the true test of learning spelling is whether it is written correctly in the course of normal writing. However if your child's teacher believes that they would make better progress by practising extra spellings at home, you may receive a list of these words.

This policy should be read in conjunction with the school's Teaching and Learning Policy