

The Bellbird Primary School



Policy for Teaching Spelling

January, 2021

(To be reviewed Autumn 2023)

The English Curriculum 2014 sets out year by year a statutory programme of study for spelling, with associated (statutory) word lists. We follow these programmes of study. However, we also continue to use schemes such as *Letters and Sounds* and *Support for Spelling* and the *No Nonsense Spelling by Babcock* where they complement the statutory requirements. These are located in the English folder in Curriculum Planning on Office 365.

Within Foundation Stage and Key Stage 1, phonics is taught daily, based on *Letters and Sounds*. In FS the Storytime phonics resource is also used. The resource is also used in year 1 alongside the teaching of the spelling programme for year 1. In the summer term, the children in Year 1, take part in the phonic check. This is part of the statutory assessments for key stage 1. The results of the check are sent out with the end of year progress report. At the end of year 1, with support from the SENCo, the class teacher will identify precisely the needs of those children who did not achieve age related expectations so that a programme that meets the specific needs of the child is designed. If necessary, some of the children will repeat the phonic check in year 2.

It is expected that

All classes will be involved in explicit interactive teaching of spelling patterns, rules and strategies to help remember them.

We :

- Deliberately teach strategies of: sounding out; identification of words within words; syllabification/chunking; analogy; similarities with known words; spelling rules; mnemonics; visual memorising; and the identification of 'tricky' words or parts of words.
- Explain and display agreed mnemonics for common tricky words in FS, Key stage 1 and Key stage 2. All teaching staff use the same mnemonic across the school.
- Involve all children in spelling activities, which will mean simplifying objectives for less able pupils and extending objectives for more able spellers, for example by setting more challenging investigations or inviting able groups to design and collect words to run an investigation with the rest of the class.
- Link spelling lists to handwriting practice.
- Encourage children to become more independent in attempting to spell words in their own writing.
- Encourage pupils to learn spellings at home and at school (KS1-2) and, for Foundation Stage, send a list of 'tricky words' to parents.
- Provide consistency and continuity of support throughout the school through the support materials available in each classroom, which will be identical. The school has devised a set of mnemonics for tricky words which are introduced as and when it is appropriate to the class. These are saved in the English folder in Office 365.
- Use dictation as a means of assessing learned spellings, but also to reinforce the children's learning of punctuation and sentence structure.

The Structure of Spelling Sessions

Three to four twenty minute sessions are taught over a week. Teachers will use the Revisit Review, Teach, Practise and Apply and Assess teaching sequence across the sessions. Teachers need to plan in opportunities for the spellings being taught in these sessions to be reinforced throughout the day. During spelling sessions, teachers make explicit the link with handwriting.

Across a term, some spelling objectives may be taught across a two week period but in other cases there may be a single objective for individual weeks.

Work such as the outcomes of a spelling investigation, dictation exercises and phoneme spotters are to be completed in the child's yellow spelling and handwriting books for years 1 – 6.

Home/School Support

Differentiated lists of spellings are created by the class teacher using the Letterjoin6 cursive font in years 2 – 6. The pre-cursive font is to be used in year 1.

Lists of words are to be recorded in a look, say, cover, write, check sheet and one copy of this is to go home and one copy is to be in school for the practising of spellings during the school day.

Children will be assessed using the suggestions in the *Support for Spelling* document and the Babcock Spelling programme including dictation exercises. During this, children will revisit spelling patterns taught in previous weeks.

Within a key stage, the class teachers will ensure that spellings are given out and children across a year group are tested the following week on the same day.

Teachers share the spotlight words with parents via the weekly spelling sheet. There is no expectation that the children learn how to spell the spotlight words.

In years 1 – 6, spelling lists for different groups are uploaded onto Purple Mash.

Assessment and Monitoring

Once spelling patterns and high frequency words have been taught children are expected to apply their knowledge of these spellings in all of their writing. When a child has misspelled a word in their writing which they have already learnt or they have copied the word carelessly, the teacher uses the green highlighter pen to identify words which need to be corrected. The child is expected to self- correct the word. If it is not self- corrected then the teacher will write the word and the child will write it out at least 3 times. **Children should not be penalised for attempting to spell ambitious words.**

Teachers to use the outcomes of weekly dictation exercises and the accuracy of spelling in day to day writing to assess progress in spelling.

Teachers in years 2 – 6 use the NFER Single Word Spelling Test in September and in March to track progress and to assist with identifying pupils who need additional support.

Geraldine Hines
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