



Caythorpe Primary School

Spelling Policy

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Introduction

Spelling is an integral part of children's reading and writing development. Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: preliminary spelling, pre-phonetic spelling, phonetic spelling, transitional spelling and 'correct' spelling.

An understanding of the developmental spelling stage of each child will aid teachers in their teaching. Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly. As children develop spelling competency, their confidence and independence in writing will increase.

The aims of spelling at Caythorpe Primary School

- Children to become confident, independent spellers using a range of skills and strategies.
- Children to have an interest in words and their meanings (dictionary work including etymology)
- Children to have a growing vocabulary.
- Children to use spelling skills in many areas of the curriculum
- Ability to use prefixes and suffixes to alter word meanings (morphology)
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Objectives

To teach children to:

- Spell confidently the words that they are using frequently in their writing
- Spell new words with an increasing range of phonetic knowledge.
- Learn to check and correct spellings using strategies as listed below
- Learn strategies to spell unknown words correctly.
- Building of quality teaching of phonics
- Ensure full coverage of National Curriculum requirements
- Top develop spelling strategies: morphology, etymology, patterns in words

Approaches to Teaching Spelling

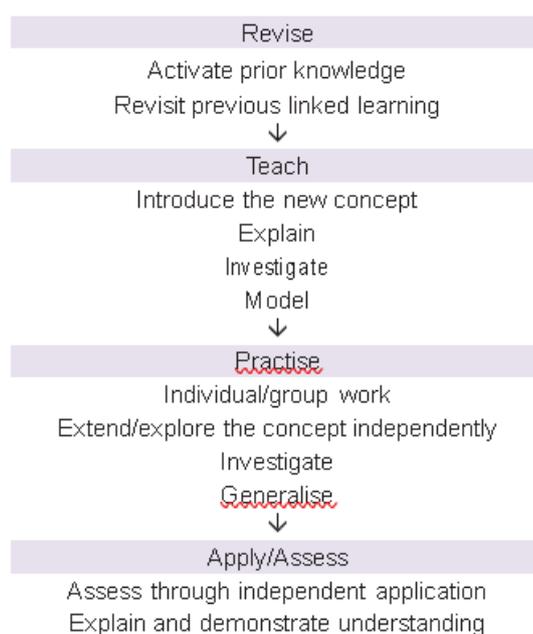
EYFS and Year 1

In EYFS and Year 1 and our pupils follow a high-quality, systematic programme of phonics teaching following the Little Wandle Letters and Sounds Revised (DfE approved) teaching programme. Our phonics teaching makes strong links between blending for reading and segmenting for spelling. ([See Curriculum policy for more information on the teaching of Phonics](#)) From Year 2 onwards, pupils are taught the age-related spelling content using a published scheme 'NoNonsense Spelling'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling. It is not necessary to send spelling home to learn as we find this often causes increased anxiety in children and children learning the spelling for the test, but then not applying the correct spelling in their writing.

Organisation of No-Nonsense Spelling:

- In Year 2, pupils participate in five spelling sessions per week
- In KS2, pupils participate in five spellings sessions across two weeks

Our pupils are also given daily spelling practice opportunities, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading and shared writing. A typical learning sequence is as follows:



Strategies for Learning Spellings

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support pupils' spelling across school and at home. A more detailed description of each strategy can be found in the 'No Nonsense Spelling' teachers handbooks.

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Quickwrite

- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences' - Mnemonics
- Clapping
- Spelling banks/word lists individual to pupils

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

Our pupils use a Spelling Journal which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with their parents.

Dictionaries

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Oxford English Dictionary. This ensure that our pupils make progress in their dictionary skills from EYFS through to Year 6 and beyond.

- EYFS and Year 1 Oxford First Dictionary
- Year 2 Oxford Junior Illustrated Dictionary
- Year 3 and Year 4 Oxford Primary Dictionary
- Year 5 and Year 6 Oxford School Dictionary

Applying the Learning

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go'
- Personal spelling journal
- Dictionaries Marking and Feedback

In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings of high frequency words are identified. When returning to look at feedback, our pupils are asked to practise each correct spelling three times. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

Assessment

As stated, learning spelling can be very disheartening for children and cause unnecessary anxiety. For this reason we implement a range of assessment strategies. For example:

- Low stakes quizzing
 - Spellings in an unseen, dictated sentence
 - Spellings in independent writing
- Evidence in Spelling Journals

Inclusion

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background. Our pupils

are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up. Rigorous, ongoing assessment for learning ensures that teaching and learning activities are aimed at the point at which these pupils can develop their understanding and skills. Our assessments enable us to quickly identify individuals or groups of pupils who are falling below age-related expectations. Steps are immediately identified to improve the attainment and progress of these pupils.

Resources

Letters and Sounds

No Nonsense Spelling

Spelling books

Dictionaries

Websites

Phonics play

Word banks

Vocabulary mats

Common exception word lists

Have a go sheets