



**Millhouse**

Primary School and Nursery

**Spelling Policy 2018**

Inspiring tomorrow's generation, today.



Spelling is an integral part of children’s reading and writing development. As children develop spelling competency, their confidence and independence in writing will increase.

### **The aims of spelling at Millhouse 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)

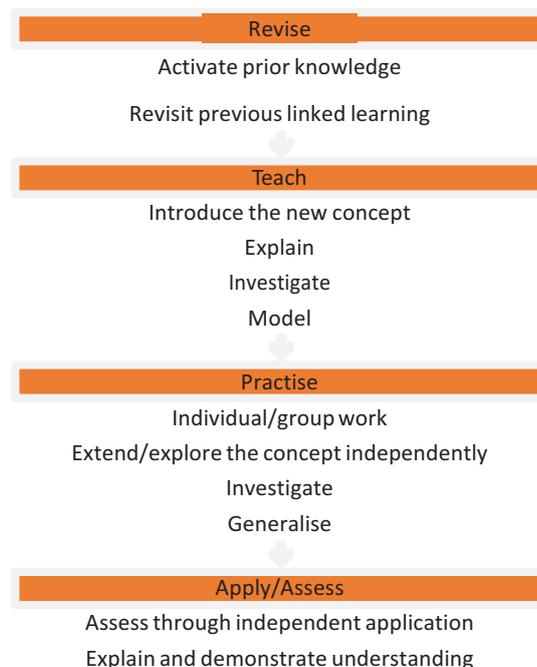
### **Objectives**

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 on quality teaching of phonics
- Ensure full coverage of National Curriculum requirements
- To develop spelling strategies: morphology, etymology, patterns in words

### **Teaching and Learning Strategies.**

Spelling is taught up to 5 times a week, using the cycle listed below. A dictation test will take place once a week on recently learnt spelling patterns and high frequency words.



<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> 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><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>				
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly, and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. 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><b>Simultaneous Oral Spelling</b></p>	<p>Children to complete the grid listed below whilst saying the spelling:</p> <table border="1" data-bbox="646 902 1347 1167"> <tr> <td data-bbox="646 902 997 1032">           Model and write (rainbow write, trace, pyramid)         </td> <td data-bbox="997 902 1347 1032">           copy         </td> </tr> <tr> <td data-bbox="646 1032 997 1167">           Spell from memory (covering row above)         </td> <td data-bbox="997 1032 1347 1167">           Write with eyes closed         </td> </tr> </table>	Model and write (rainbow write, trace, pyramid)	copy	Spell from memory (covering row above)	Write with eyes closed
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Spell from memory (covering row above)	Write with eyes closed				
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p> <p>Teachers may also use syllable grids. This may be more appropriate for older learners.</p>				
<p><b>Drawing around the word to show the shape</b></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. Now try to write the word making sure that you get the same shape.</p> <div data-bbox="694 1637 1230 1805" data-label="Image"> </div>				

<p>Quick Write</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches</p> <p><b>Quick write grid:</b> spell words; root word – suffix patterns (child, children, childish, childhood, childlike, childless)</p>
<p>Spelling Investigation</p>	<p>Teacher to give children words and ask them to explore patterns (teacher to consider patterns).</p>
<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p  py  pyr  pyra  pyram  pyrami  pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>

### Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

**EYFS** – children will be taught phonics daily. They will begin to learn the high frequency words. Children will be grouped in the Spring Term according to the Phonics Phase they are working towards.

**Key Stage 1** – Phonics is streamed based on phonics assessments which will be carried out termly. Children are put into groups according to the phase they are working on. Within the phonics sessions children will be taught to revisit their last session, to be introduced to new sounds/rules and they will do an application activity based on the objective. By the end of Year 1, most children should know all the high frequency words. The expectation is that most pupils will complete phase 5 phonics before the end of Year 1. In Year 2, spelling sessions take place up to five times each week. Lessons follow revise, teach, practise and apply approach. Pupils will be expected to apply spelling rules and key words across the curriculum. Assessment of spelling will occur through dictation and in words they spell in their work. Pupils assessed at working below age-related expectation will receive targeted phonics teaching.

### **Key Stage 2**

In Key Stage 2, spelling sessions take place up to five times a week. Lessons follow revise, teach, practise and apply approach.

Pupils will be expected to apply spelling rules and key words across the curriculum.

Assessment of spelling will occur through dictation and in words they spell in their work. Pupils who are working below age-related expectation will be assessed and work will be targeted to their specific needs.

### **Marking Spelling**

It has long been accepted that to highlight every spelling in a child's writing can be especially damaging for the very child we support most. A marking focus will be based upon individual/group need. Using the 'zero tolerance' approach the aim will be for words to be written accurately not just in isolation or in a test, but in ordinary classroom activities.

The focus for this will initially be: high frequency words, common exception words, topic words and homophones.

It is important when marking spellings to focus on the part of the word that the pupils have misspelt rather than the whole word. This will help to further develop spelling competency.