

Lyppard Grange Primary School Spelling Policy

At Lyppard Grange, we firmly believe that good spelling is an essential skill which allows children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. Therefore, it is an important part of our job at to provide children with the skills and strategies they need to be able to spell accurately, as well as instilling in them a passion for language to enable them to have a better understanding of the words they are surrounded by on a daily basis. We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators, empowering them to be secure, engaged and equipped for life.

Aims

- For children to become confident spellers who can use a range of skills and strategies
- For children to develop an interest in words, their origins and their meanings
- For children to have an increasingly wide vocabulary
- For children to apply their spelling skills across all writing, not just within tests

Teaching and Learning Strategies

“Children must become word detectives, engaged in an ongoing attempt to make sense of word patterns and their relationships to one another. Spelling ‘rules’ are not dictated by the teacher for children to memorise, rather, spelling patterns and generalisations are discovered by children.”

Diane Henry Leipzig

To enable children to make the best progress with their spelling, a consistent approach is applied across the school. Children are taught to break words down into syllables and then how to identify the sounds within each syllable, using their developing phonic knowledge. Children are actively involved in their own spelling development - they investigate words and language for themselves through planned activities. By doing this, children begin to construct patterns and generate rules in a way which is meaningful to them. Instead of having an isolated bank of words that they may or may not remember, they develop an understanding of the way words work and begin to develop knowledge of a range of rules.

EYFS and Year 1

Teaching and Learning of spelling in the Foundation Stage and Year 1 is underpinned by the use of a high quality phonics programme, alongside the National Curriculum Requirements for spelling in year 1. Spelling and Phonics is taught daily in 20-minute sessions. Work is done with both the class teacher and TA and follows the 4-part model: Revisit, Teach, Practise, Apply. Phonics work in Year 1 is taught in line with our phonic reading scheme – Collins Big Cat and is supplemented by Jolly Phonics. See separate phonics policy for further details. In Year 1, the objectives for teaching spelling are taken from the Spelling Appendix in the National Curriculum for English. Common exception words are known as bee words in EYFS and flower words in Year 1 (see Appendix A) and are linked to our phonic reading scheme. They are introduced in line with where they appear in the books. As a school, we have identified additional common exception words, which do not appear in the books, and these are introduced each week and displayed in alphabetical order on a large display in each classroom and are accessible on bee and flower word mats.

Year 2

In autumn term in Year 2, the spelling program begins with a 5-week alternate grapheme review of sounds learned in year 1. This is then followed by a 4-week bridge to spelling unit, which prepares children for the Year 2 spelling content. The rest of the year is spent covering the National Curriculum spelling content for Year 2. The way in which spelling is taught builds on the phonic knowledge children have gained in EYFS and Year 1: the number of syllables in each word is identified and followed by the sounds within each syllable and then sound buttons are added. In Year 2, this has been designed as an introduction to the Sounds and Syllables spelling programme which is followed in

KS2. Children make use of the phonics frieze/letter strips which they have used throughout EYFS and Year 1 and the majority of units begin with a phonics flick through. A rule or spelling guidance is introduced throughout each unit and each one then ends with an opportunity to practise their spelling skills with a written task. These include, but are not limited to word map – where children map letters on to the sound buttons for given words, and breakdown - where children add the sound buttons to words. Common exception words are known as leaf words in Year 2 and are linked to the phonic reading scheme and introduced in line with where they appear in the books. Additional common exception words, which do not appear in the books, are introduced each week and displayed in alphabetical order on a large display in each classroom and are accessible on leaf word mats.

KS2

In Years 3-6, the objectives for teaching spelling are taken from the Spelling Appendix in the National Curriculum for English. As a school we use Sounds & Syllables to support our delivery of these objectives, which builds on the phonic knowledge children have gained in EYFS/KS1. Each unit is started with a longer session, minimum 30 minutes, where the weekly focus is introduced and the spelling sequence below is followed. Additional activities are then carried out across the week to deepen children's understanding of the sound-syllable relationship. The Sounds & Syllables teaching units have been organised into four tiers, each tier correlating to a KS2 year group (see Appendix B). Each tier consists of a number of phases which group together similar objectives. The number of units varies between phases but there are 36 units within a tier. There are four overview documents, one for each tier, which provide an outline of the content covered in each of the 36 units. These are covered in a linear fashion. Some units are more closely aligned with NC objectives than others and these are clearly marked on the overviews (in bold), so these units are prioritised. Each unit follows the same structure, as detailed below. Depending on the focus, more time may be dedicated to the first three elements of the sequence.

Spelling Sequence (see Appendix C)

1. Spelling voice:

Using a spelling voice, listen to each sound within the word and say the word, articulating each sound within the word clearly and precisely using a spelling voice. The sounds & syllables spelling voice illuminates the relationship between sound and spelling within the words: slow down and separate the syllables, say consonants clearly and crisply (especially at the end of syllables), over pronounce reduced vowels, articulate elisions, remove epenthesis (e.g. hamster)

2. Snip it

Using the sounds & syllables five-step sequence, translate sounds into spellings, first snipping the word into syllables, and then segmenting and spelling the sounds within each syllable. Begin by asking how many syllables the word has and count them on fingers as you say the word. Then snip the words into their syllables. Each syllable can only contain a single vowel phoneme.

3. Sound it and spell it

Focus in turn on each syllable within a word, working through each step for each syllable:

- Isolate the syllable we want to spell and draw the syllable lines
- Separate and identify the sounds within the syllable and draw the sound lines
- Write the spelling on the sound lines, ensuring digraphs and trigraphs are on single lines
- Repeat for next syllable

4. Target it

When modelling focus on potential misspellings/tricky parts: "if somebody came into our classroom and weren't as good at spelling as we are, which sound might they get wrong?"

Link it to other words/sounds which may help with the tricky part. Can spend 30 seconds to five minutes per word. Link back to what they already know

5. **Meaning and story**

Tell the story of the word, uncovering its origins and revealing how the meaning and spelling of the word has evolved through time. Use the sounds & syllables morpheme chart to explore the spelling and meaning of morphemes within the word, the roots that convey core meaning and the affixes that modify it.

Wherever possible, adults do not tell children how to spell words but rather give them strategies to find out the spelling themselves and encourage them to use the 'does it look right?' strategy.

Good spelling practice will be reinforced across the curriculum. For example, when writing is being modelled adults should identify words which they are unsure of and then discuss how the correct spelling could be found using the Sounds and Syllables process. When a new word is discovered as part of other lessons, its spelling and meaning should be discussed, alongside ways of remembering it.

Marking spelling

At Lyppard Grange we firmly believe that all children can be taught to spell well, though we understand they do not all learn at the same pace and some children experience specific difficulties with spelling. Therefore, we acknowledge that when following this policy there will be times when teachers will need to apply their own professional judgement when responding to a child's work, in order to maintain the balance between correcting spellings and maintaining their self-esteem. Expectations of what a child should be able to spell are based on their age and the phonemes, patterns and rules which they have already been taught. Thus, a child in EYFS who has not covered phase 5 would not be expected to spell words containing alternative vowel phonemes correctly.

If a child misspells a word which we would deem to be one they should know, based on their age and stage of development, then this error will be indicated in their book and time will be provided for them to make the necessary corrections. Appropriate resources are widely available in all classrooms to support children with identifying the correct spelling. These include, but are not limited to dictionaries, word mats, high frequency word displays, have a go books, adults within the classroom.

EYFS/Year 1

In EYFS and Year 1, writing is done in small groups with adult support and assessment of a child's spelling ability is done primarily through observation. Children are supported with their spelling during writing sessions through a variety of strategies to help them determine the correct spelling of a word. As children begin to write more independently in Year 1, errors in spelling will be identified by highlighting the specific sound/s within a word which have been misspelled. Up to 3 spellings will be highlighted per page of work, with a focus on subject-specific words, high frequency words or specific spelling patterns. (see APPENDIX A in feedback policy for examples). Children will then be given time to find the correct spelling using the classroom resources available to them. Observations from teacher-led activities are written into children's individual 'Learning Journeys', and are used to plan next steps in learning.

Year 2

In Year 2, up to 5 errors will be identified per page of work. Errors in spelling will be identified by highlighting (in blue highlighter) the specific sound/s within a word which have been misspelled. Up to 3 spellings will be highlighted per page of work, with a focus on subject-specific words, high frequency words or specific spelling patterns. (see APPENDIX A in feedback policy for examples). Children are then given time to identify the mistakes they have made and correct them, by using classroom resources available to them. Children use a green 'polishing pen' to make improvements and corrections – this enables us to see the impact of feedback and how children respond. When children are unsure of spellings, they should write them out on personal whiteboards, using sound buttons and syllable lines to support with this, and then get them checked by an adult.

KS2

In KS2, there is no limit on the number or spelling errors which are identified; it should be based on teachers' professional judgement of the age and stage of the child in question. Errors in spelling will be identified by highlighting (in blue highlighter) the specific sound/s within a word which have been misspelled. Up to 3 spellings will be highlighted per page of work, with a focus on subject-specific words, high frequency words or specific spelling

patterns. (see APPENDIX A in feedback policy for examples). Children are then given time to identify the mistakes they have made and correct them, by using classroom resources available to them. Children use a green 'polishing pen' to make improvements and corrections – this enables us to see the impact of feedback and how children respond. For extended written work, children will use alternate lines only. This allows space for corrections or rewriting to take place. In addition, for these tasks children will draw a line 4 lines up from the bottom of their pages and use this space to practice any spellings they are unsure of, using the Sounds and Syllables sequence.

Assessment

The assessment of spelling in our school is an ongoing process comprising of observation of the application of spelling knowledge in independent written work and summative assessments. Teachers use the information gathered from this to enable them to adapt their planning to respond to the needs of their class and to complete the assessment grids on Insight. In addition, the following summative assessments are used:

- Phonics screening check results from Year 1 and the retest done in Year 2 for any children who have not passed in Year 1
- Termly spelling assessments for Years 2-6 linked to Sounds and Syllables units. These are carried out at the start and end of every term.
- Year 6 complete termly SATs spelling tests to assess their spelling ability.

Data from these assessments is monitored by the subject lead and results used to inform future planning.

Resources

A bank of resources is kept in each classroom to support with spellings. This includes word mats connected to the current theme, alongside key spellings. In addition, there are key areas of English which are permanently on display in each classroom (e.g. spelling words and words of the week); these should be referred to regularly to support children's learning. Bee, flower and leaf words are all on display in the relevant classrooms and added to as each new word is taught. The mats containing common exception words from the previous year group are available in each classroom. In KS2, every child has access to the statutory word list for their year group.

Parents/Carers

We aim to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress. Parents/carers have the opportunity to meet with child's class teacher at least twice a year at Parent Consultation Meetings. Every year group offers Parent Workshops, where the way in which children are being taught is shared.

Pupil support and differentiation

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Intervention TAs can access the units from previous year groups to support weaker spellers.

Special Educational Needs and Disabilities

Children with SEND are taught within the weekly spelling lessons and are able to take part at their level through appropriate activities and resources and the support of a teaching assistant/teacher.

Where applicable, children's Personal Learning Plans (PLPs) incorporate suitable objectives to help develop their spelling skills and these are sometimes delivered in separate groups, while the remainder of the class are receiving their spelling lessons. Intervention groups take place throughout the year, in order to give further support to children working below national expectations.

Gifted and Talented

Within the weekly spelling teaching, teachers provide activities to support and challenge children who are Gifted and Talented in this area. They are taught within the lesson and are able to take part at their level through use of appropriately challenging activities and resources which the teacher plans into the sessions. On every Sounds and Syllables sheet, there are two star words, which are considered to be challenging. The definition is shared with all children, but G&T children would be expected to make use of these in their written work where possible.

Equal opportunities

All children are entitled to a broad and balanced programme of English regardless of age, gender, race and disadvantage. It is important to exhibit and celebrate all achievements in English.

Access and Inclusion

At Lyppard Grange Primary School we do not make the assumption that a more able or gifted child or a child with special educational needs in another curriculum area will necessarily have particular difficulties with or a talent for spelling. Neither do we believe that a child with sound ability in other areas will not have special needs in spelling.

All children should have access to the written word. It is the teacher's role to help the child with special needs to experience success and satisfaction in spelling and to extend the opportunities available to challenge children with a talent in this area.