

Hockliffe Lower School



Teaching Spelling

RATIONALE

We believe that children should learn to apply spelling rules to spell words correctly from their very first days at school. Not all children can learn to spell in the same way as others and we believe it is necessary to adopt a range of strategies to enable children to learn how to spell whilst making the task as much fun and as interesting as possible.

AIMS

- to give children the skills to spell accurately
- to develop positive attitudes to spelling
- to promote an interest and enjoyment of words and their structures
- to provide a wide range of auditory, visual and kinaesthetic activities and experiences in spelling, in order to meet the learning styles of all children within the classroom.
- to link spelling with other areas of the curriculum, in order to make it more meaningful and relevant to the children.
- to help children discover how they can learn to spell words most effectively

Teaching Spelling in EYFS and KS1

In EYFS and KS1 spelling is linked to the learning of reading using the Synthetic Phonic approach in the Letters and Sounds programme (DFS 2007). This is supported by phonic resources from the Oxford Reading Tree

EYFS

Children in the **EYFS** have individual literacy targets with resources to support their blending and segmenting of the sounds in words. These are used at school and parents and carers are encouraged to practise them daily at home. As children progress they are given words linked to their level of ability in Letters and Sounds either to practice as spellings or as a guide to parents and carers to in supporting their children's writing and letter formation.

Key Stage 1

- In KS 1 children are assessed and grouped according to the Phonic phase they have reached (2-6). They receive dedicated phonic teaching in these groups for 20 minutes four times each week. They learn to read the phonemes and in conjunction with this write the graphemes that represent the phoneme.
- Children take weekly lists of spellings home to learn progressing through the Hockliffe Lower School Spelling lists which combine spellings from the phonic stage the children are working on with high frequency words and common exception words from the New Primary Curriculum 2014.

- Children are encouraged to use different strategies to learn to spell words including...
 - Look-Say-Cover-Write-Check
 - mnemonics
 - rhymes
 - Spelling patterns
 - Investigations
 - Activities which develop visual memory and visual sequencing
 - Word games
 - word puzzles which use focus spelling words
 - handwriting sessions
 - repetitively writing a spelling word in different colours and sizes
 - using IT software

- Resources are provided to help the children become more familiar with words they are learning to spell and encourage them to spell words independently in their writing including
 - Posters with phonic graphemes displayed in classrooms
 - Word banks and spelling mats containing high frequency words and words associated with the topic they are writing about
 - Words displays on the wall

Key Stage 2

- In KS2 spelling is taught through the investigation of word patterns, prefixes and suffixes and exploration of word meaning and derivation. The Spellzoo Spelling Bank is used to provide weekly spellings for the children which they work on in school and at home.
- Spelling activities/tasks are differentiated and appropriately matched to individual abilities in the class.
- Children are split into small groups and have 4 x 25 mins sessions per week of Extra English, one of these sessions focuses on learning spellings and another on developing dictionary skills
- Children are given additional spelling lists to learn which relate to topic themes they are studying
- Children are given oral and/or written feedback about spelling in their work, (according to their age, ability and the nature of the activity), in order to help them develop specific aspects of spelling further, so aiding progression.
- Children are given opportunities to self-assess their own spelling to promote independence; they are encouraged to use dictionaries or electronic spell checkers to check spellings independently.

A print rich environment is provided around the school showing writing in a variety of contexts and for a range of purposes. These are drawn upon as a resource for the focused teaching of spelling.

A series of intervention programmes are used as required to help improve progress of children who are experiencing difficulties learning to spell e.g. Early Literacy Strategy (ELS), Additional Literacy Strategy (ALS), Year 3 Quest Programme and Sounds Write.

THE ROLE OF PARENTS AND CARERS

Parents and carers are invited to a meeting with their child's class teacher at the beginning of each school year. Teachers explain how parents can support their children to learn spellings which will be part of their homework.

MONITORING AND EVALUATION

Assessment of children's progress in learning to spell will be made regularly through

- Teacher observation e.g. interest in words, willingness to have a go'
- Analysing samples of independent work
- Discussing spelling with the children
- testing of weekly spellings
- Pupil self-assessment
- Feedback from parents

Progress will be tracked and discussed at half termly monitoring and review meetings.

As part of the End of Key Stage 1 assessment process children will be given a Spelling Test Paper as they come to the end of Year 2

This policy will be reviewed yearly.

October 2015

Adopted by the Governing Body.....(Chair).....(Date)