



The Ridge Primary School Spelling Policy

Introduction

It is vitally important that the children at The Ridge Primary School spell as accurately and as fluently as possible. There are four main strands to spelling teaching:

- Revise – this activates prior knowledge and allows for revisiting previous linked learning.
- Teach – involves teaching a new concept, explaining, investigating and/or modelling.
- Practice – individual or group work, extending or exploring the concept independently, investigating and generalising.
- Apply/Assess – through independent application, explaining and demonstrating understanding.

What does spelling look like from Reception to Year 6?

Foundation Stage and Year 1	Daily Phonics Lessons
Year 2 - 6	Spelling sessions twice a week. Spelling games are also incorporated as part of the writing sequence and will be included in model texts which are provided to children.

Progression in spelling

To ensure progression in spelling from Year 2 to 6 the school uses the 'No Nonsense Spelling' programme. This gives a clear spelling pathway from Years 2 to 6, following on from the well-structured phonics programmes, Letters and Sounds, in Reception and Year 1. The pathway gives clear progression, links in with National Curriculum requirements (including links to the statutory word lists) and is set out on a term by term basis in each year group. If a child has not passed the phonics screening check in Year 1, they will need to continue with the phonics programme.

Whilst the overview gives a suggested pathway through, it is to be used flexibly. There are suggestions for lesson plans which are ideas and triggers for lessons so teachers can make decisions on how best to teach them according to the needs of the children in the class.

From the end of Year 1 children will start to use Spelling, Punctuation and Grammar books. The books are divided into the following three sections:

- Section 1: a glossary of Spelling, Punctuation and Grammar terms with an example of each
- Section 2: a record of the spellings that children have been given to learn, along with the associated rules for these spelling patterns
- Section 3: 'Have a go' pages which children use to practise writing a word which they are unsure of. Children should have a go at writing the word a maximum of three times, after the third attempt children write the one which looks the most accurate

Home Learning

All children will take home words to learn from the Spelling Olympics Charts (Reception children begin taking words home in the summer term). Children all begin on the Bronze spellings for their associated year group and will progress through to the Silver, Gold and Platinum spellings on completion of the previous stage. These spelling charts are used in place of weekly spellings. A trajectory which outlines the spelling chart children should be working on at each term is included in Appendix 2. Should children complete the spelling charts for their year group, class teachers will make a decision whether to provide children with personal spellings to learn (words which are frequently being misspelt) or whether to allow children to begin the next year group's spelling charts.

Assessment of Spellings

Formative assessment

Pupils' learning is assessed throughout the spelling programme. The 'apply' part of the spelling lesson will regularly include assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing

Error Analysis

Error analysis is completed once a term on an independent piece of writing for each pupil. All spelling errors are identified and recorded under one of the following headings (corresponding to the National Curriculum) as the pupil has spelt it:

- Common exception words
- GPCs (grapheme–phoneme correspondences) including rarer GPCs and vowel digraphs
- Homophones
- Prefixes and suffixes
- Word endings
- Other.

The teacher should quite quickly be able to see which aspect of spelling needs to be

addressed.

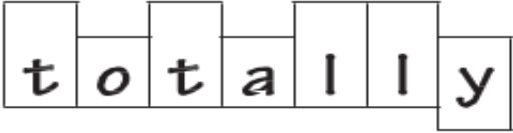
Summative Assessment


Formative assessment which is ongoing over time will feed into the summative assessment. The spelling pathway will be used to aid summative assessment. In line with assessment teachers will report to the senior leadership team the stage of the Spelling Olympics that children are currently working on.

Strategies for learning spellings

Through the teaching of spelling children will learn a range of strategies for learning spelling, these will build up over time. The following strategies are taken from the 'No Nonsense Spelling' programme. Further strategies which can be used at home are included in Appendix 3.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: 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. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. 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>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</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. 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. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>

<p>Drawing around the word to show the shape</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> 
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<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>
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<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>f _____ ld</p>
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Pyramid words	<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>
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none">• 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.