



## **Spelling Policy**

### **Rationale**

Spelling is vital to communicating throughout life. It enables children to express themselves creatively and imaginatively and to communicate with others effectively. The ability to write clearly and with accurate spelling is a very important skill that children need to acquire. The ability to spell correctly is often closely associated with good self-esteem and affects performance in most other areas of the curriculum. Spelling is a developmental process. Children need to be encouraged to look carefully at words and be helped to understand how the English spelling system works.

### **Aims**

- To teach spelling systematically throughout the school
- To enable children to confidently spell key words (Tricky and Common Exception words)
- To equip children with the strategies to tackle unknown words independently
- To ensure children can write fluently, confidently and independently

### **Broad Guidelines**

- Staff will ensure children receive direct teaching and accurate modelling of key words (see Appendix 1)
- Staff will provide opportunities for individual, paired, group and whole class learning
- Staff will provide resources which promote good spelling e.g. key word mats, book marks phoneme frames.
- Staff will provide a rich and lively learning environment supported by well-chosen word resources and interactive displays to enhance pupils' independence as spellers.
- Staff will maintain high expectations that the pupils will apply taught spelling patterns.
- Spellings corrections and support will be timely.
- Staff will observe pupils, monitor progress and determine targets for development. Children's spellings of the key words will be assessed thought each year group.
- Teaching of spelling will be taught in context as much as possible
- All classes will display key words appropriate to the year group to support the children's learning.

- Spelling will be taught through a range of strategies (Appendix 2)
- Children will be encouraged to edit spellings using a 5 step approach (Appendix 3)

### **Conclusion**


At Central Street we will promote and value spelling as an important part of children's writing development. Our consistent approach will enable the children to develop a positive and successful approach towards accurate spelling.

**Written/amended: July 2017**

**Next review date:**





<p>Segmenting "Sound it out"</p>	<p>Splitting up words into phonemes to spell.</p> <ul style="list-style-type: none"> <li>• Stretch</li> <li>• Chop</li> <li>• Punch</li> <li>• Fred fingers</li> </ul>
<p>Have a go</p>	<p>The process by which children try different possible spellings of a word they want to write but don't know, in order to see which is the most likely. Typically, children would write three versions and then choose which one looks right.</p>
<p>Mnemonics</p>	<p>A memory aid to help remember tricky spellings: Big elephants can always upset small elephants – Because Laugh and you get happy – Laugh Rhythm helps you two hips move – Rhythm Sally Ann is dancing – Said</p>
<p>Quick write</p>	<p>Writing with speed and fluency the words linked to the teaching focus. The aim is to write as many words as possible within a time constraint. Children can write words provided by the teacher or generate their own examples e.g. in two minutes write as many words as possible with the /ai/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Proofreading</p>	<p>The process of checking writing for spelling and punctuation errors. This task is often done with a spelling buddy (Spuddy).</p>
<p>Countdown</p>	<p>Practise reading/blending with speed and fluency. The aim of the activity is to read as many words as possible before the time limit runs out. Children need to read words linked to teaching focus with the time constraint. This can be turned into a variety of games including using teams and a relay race approach.</p>
<p>Modelling</p>	<p>An activity is described, and it is anticipated that the action expected of the children is modelled to them first.</p>
<p>Drawing an image around the word</p>	<p>This about making word memorable. It links to meaning to try and make the spelling noticeable.</p> 

	You can't use this as main teachings strategy but it might work on some difficult to remember words.
Words without vowels	This strategy is useful where the vowel choice are the challenge. Write the word without the vowels and the children have to chose the correct grapheme to put in the space.
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> <i>p</i>  <i>py</i>  <i>pyr</i>  <i>pyra</i>  <i>pyram</i>  <i>pyrami</i>  <i>pyramid</i> </p> <p>You can reverse the process so you end with a diamond</p>
Drawing around the word to show the shape	Drawing 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 you get the same shape.
Rainbow writing	Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s 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.

### **Identification, Correction and Editing of Errors (Spelling and Grammar)**

STA guidance for KS1 and KS2 teacher assessment states that if a specific line including a spelling or grammar mistake is identified by the teacher, then any subsequent editing of those errors is not independent. Children can, however, be asked to check their spellings or punctuation at the end of a paragraph. Staff therefore need to work towards this level of independence with their children.

Step 1:

Identify the error (underline or highlight) and correct it. Teach or provide a strategy that will help the child to remember and prevent them making the same mistake.

Step 2:

Identify the error without correcting. Child to correct.

Step 3:

Identify the line the error has been made by writing spelling or grammar in the margin. Child to correct

Step 4:

Identify number of errors at the end of a paragraph – ‘there are four spelling mistakes in this paragraph. Find them and correct them’

Step 5:

Remind child to check spellings or punctuation at the end of a paragraph or piece of writing.