



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 throughout 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 Stubbings 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: July 2020

Spelling Sets

This is the document for order of teaching common exception words and sets for spellings tests to go home. Children will be taught all phonics and all other spelling rules on top of these words during SPAG and phonics lessons. Children will have Year 1 and Year 2 common exception word mats to edit against and refer to during lesson times.

Set
No.

Red – Minimum Expectation for Foundation

Green - Minimum Expectation for Year 1

Blue - Minimum Expectation for Year 2

Tricky words taught through Letters & Sounds

Letters and Sounds - Words taken from Phase 2

1	a	an	as	at	if	in
2	is	it	of	off	on	can
3	dad	had	back	and	get	big
4	him	his	not	got	up	mum
5	but	to	I	no	go	into
6	put	the				

Letters and Sounds - Words taken from phase 3

7	will	that	this	then	them	with
8	see	for	now	down	look	too
9	he	she	we	me	be	was
10	you	they	all	are	my	her

Letters and Sounds - Words taken from phase 4

11	went	it's	from	children	just	help
12	said	have	like	so	do	some
13	come	were	there	little	one	when
14	out	what				

Letters and Sounds - Words taken from phase 5

15	don't	old	I'm	by	time	house
16	about	your	day	made	came	make
17	here	saw	very	put	oh	their
18	people	Mr	Mrs	looked	asked	
19	could	called				

Words from the Framework – Year 1 Exception Words (that haven't already been covered)

20	today	says	where	once	has	our
21	friend	school	love	push	pull	full


Letters and Sounds - Next 200 common words

22	water	away	good	want	over	boat
23	how	tea	river	going	where	queen
24	would	or	took	school	think	different

25	home	who	didn't	hard	know	fly
26	bear	can't	again	fell	long	air
27	things	new	after	wanted	eat	eyes
28	everyone	our	two	has	better	grandad
29	play	take	thought	along	well	white
30	find	more	I'll	round	tree	gone
31	magic	shouted	us	other	food	coming
32	looking	through	way	been	giant	stopped
33	looks	most	door	right	sea	park
34	these	began	boy	animals	never	mouse
35	small	first	work	he's	need	found
36	king	even	there's	gave	still	narrator
37	garden	tell	baby	may	night	head
38	let's	floppy	once	soon	three	every
39	great	morning	say	couldn't	around	laughed
40	last	green	car	I've	many	another
41	before	inside	town	only	told	room
42	we're	snow	friends	suddenly	keep	please
43	window	use	much	cried	horse	key
44	each	dark	why	because	that's	rabbit
45	dragon	than	jumped	clothes	something	liked
46	any	across	gran	mother	live	plants
47	trees	pulled	place	feet	book	grow
48	ever	thing	sleep	its	girl	miss
49	lived	birds	really	which	under	cold

Words from the Framework – Year 2 Exception Words
(that haven't already been covered)

50	floor	poor	kind	mind	behind	wild
51	climb	both	gold	hold	everybody	break
52	steak	pretty	beautiful	last	past	father
53	class	grass	path	hour	move	prove
54	improve	sure	sugar	should	whole	half
55	many	clothes	busy	money	parents	Christmas

<p>Segmenting "Sound it out"</p>	<p>Splitting up words into phonemes to spell.</p> <ul style="list-style-type: none"> • Stretch • Chop • Punch • Fred fingers
<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> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <p>Their There</p> </div>  </div>

	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.