



# PENPOL SCHOOL

## Spelling Policy

Signed by:

\_\_\_\_\_ Head Teacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors                      Date: \_\_\_\_\_

**Designed: June 2020**  
**Review Date: June 2021**

## Introduction

At Penpol Primary School we recognise the importance of teaching our children to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our children to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. We want to encourage our children to enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

## Aims

The teaching of phonics and spelling aims to develop children as independent spellers who take an active part in their own learning. It also enables children to decode words independently when reading and communicate more easily and effectively when writing.

Children need to be taught the knowledge and skills they need to become independent spellers. In addition to this, at Penpol Primary School we aim to enable all our children to develop the ability to communicate effectively and confidently for a wide variety of purposes and audiences.

First and foremost, our children are given opportunities to explore and investigate the English language and its patterns through speaking and listening (oracy). As children move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Children at Penpol Primary school learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our children are encouraged to think creatively, to be adventurous with their use of vocabulary and to write with clear purpose.

When spelling, we want our children to:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- Have an understanding of spelling strategies, rules and patterns that can be applied in their writing
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve
- Be imaginative, creative and challenge themselves

## Teaching Time

Daily practice of spellings is necessary in EYFS and KS1, this will be part of the Read Write Inc daily sessions. In Year 2, children will also participate in five spelling sessions linked to 'No-Nonsense Spelling' programme per week once they come off the Read Write Inc. scheme.

In KS2, children will participate in five spellings sessions across two weeks. Children are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading, shared writing and English lessons.

## Lesson Content

### EYFS and Key Stage 1

In EYFS and Key Stage 1 our children follow a high-quality, systematic programme of phonics teaching following the Read Write Inc teaching programme. Our phonics

teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our children to apply their phonic knowledge when spelling.

### **Year 2 and KS2**

From Year 2 onwards, children are taught the age-related spelling content using a published scheme 'No- Nonsense Spelling'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, it has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

A typical learning sequence through 'No-Nonsense Spelling' is as follows:

#### **Revise**

The first part of the sequence consists of lively oral and quick-write activities to revise and secure prior learning. It is important to activate prior knowledge and to revisit previous linked learning.

#### **Teach**

Introduce the new concept by providing a range of direct teaching activities, including teacher modelling and involving the children in new learning. The teacher and children define the categories and generalise the rules for their formation. Where relevant, explore the Latin/Greek roots to build a love for etymology and morphology and this will support the teaching of the new spelling. Where relevant, teach the relationships between meaning and spelling e.g. understanding the links between medical and medicine.

#### **Explain**

Investigate and model the new concept by providing a range of direct teaching activities which allows children to be actively involved in their new learning. It is extremely important for teacher modelling.

#### **Practise**

Provide the children with the opportunity to work independently, in pairs or small groups, using a range of strategies to practice and consolidate new learning. Some ways the children can practise their new learning is by:

- Individual/group work
- Extend/explore the concept independently
- Investigate
- Generalise

#### **Apply/Assess**

There is a range of activities to allow children to apply their spellings and to assess their understanding. Here are some suggestions:

- Revise new learning
- Apply the words orally and in writing
- Reflect and assess progress
- Ask children to apply their learning in writing, both through a short-dictated piece and by composing their own sentences for their partner to transform by adding affixes to selected words
- Assess through independent application
- Explain and demonstrate understanding

### **Strategies for Learning Spellings**

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support children's spelling across school and at home. A more detailed description of each strategy can be found in the 'No Nonsense Spelling' teachers handbooks.

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables

### **Approaches to Teaching Spelling**

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

Our children use a Spelling Journal which provides the opportunity for children to record their learning, refer back to previous spellings and enables us to share our children's learning with their parents.

### **Dictionaries**

There are a range of dictionaries and thesauri in each class which are differentiated to suit the range of needs within the class. As well as carrying out investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during reading sessions and English lessons in order to research the meaning of unknown words. Children are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Oxford English Dictionary. This ensure that our children make progress in their dictionary skills from EYFS through to Year 6 and beyond.

- EYFS and Year 1 use Oxford First Dictionary
- Year 2 use Oxford Junior Illustrated Dictionary
- Year 3 and Year 4 use Oxford Primary Dictionary
- Year 5 and Year 6 Oxford School Dictionary

### **Applying the Learning**

We teach our children a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go'
- Personal spelling journal
- Resources in the classroom – displays, words mats etc.
- Dictionaries

### **Linking spelling to handwriting**

Children will be taught two handwriting lessons each week in Key Stage 1 and Key Stage 2. These sessions will be linked to the spelling patterns that children have learnt so that these can be reinforced. Teachers will teach these spelling patterns following the schools' cursive style (see handwriting policy for more details).

### **Assessment and Intervention**

There is little evidence that learning spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Penpol Primary School, our assessment is mainly through assessment in context. For example:

- Spellings in an unseen, dictated sentence
- Spellings in independent writing
- Evidence in Spelling Journals

In addition, we use half-termly tests to support our teacher assessments in Grammar, Punctuation and Spelling. Teachers also use Mappix assessment tracker which allows teachers to track stages of attainment in spelling. There is a section on our whole class marking sheet that specifically focuses on spellings that can identify children who are doing well with spellings or those who need extra support.

Teachers on-going assessments enable them to quickly identify individuals or groups of children who requires further support. If a child requires further support, there are a range of strategies that can be implemented including:

- IDL intervention (Dyslexia, spelling, reading)
- Differentiated spellings
- Accessible Word mats and phonics mats in the classroom
- Read Write Inc. interventions

### **Inclusion**

All of our children are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background. Our children are taught challenging age-related content and it is our expectation that the vast majority of our children will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those children are able to progress, succeed and catch up.

### **Consistency and Standards**

Teachers must ensure that high standards are maintained by modelling the correct spellings when doing any writing on the board, wall or when writing in children's books. The quality of spellings in all books must be of a high standard and teachers should not accept anything less than the best of each child's ability.

### **Learning environment through 'Word Walls'**

There is an expectation that all teachers create a word aware environment via a class 'Word Wall' display. This display should be meaningful, purposeful and current. Each display should be titled 'Word Wall' and should promote the weekly spelling rule and spelling strategies that have been modelled alongside this, accompanied by any word work or sentence work. The principle behind the word wall is to help children recognise spelling accuracy alongside vocabulary development. Features of a 'Word Wall' could include:

- Word/ sound of the week
- Encouraging talk around spellings (see appendix 3)
- Current flipchart models/examples that demonstrate dictation and spelling strategies
- A build-up of key vocabulary over the course of the week, where children have recognised
- Spelling rule/sound in a variety of different curriculum areas
- Boastful words

- Age appropriate dictionaries and thesauruses
- Interactive games
- Reminders and teacher models of spelling strategies which not only facilitate but develop an independent approach to spelling, this includes phonetic sound buttons and digraphs
- Storyteller's 'Word of the day' flip book
- Examples of children's work
- Examples of enjoyment and celebration of spoken and written vocabulary
- Word meanings and semantic meanings
- Pictures/symbols to support real life links
- Word mats are on every desk for children to refer to throughout each session, they outline
- RWI phonic speed sound mats (see appendix 1 and 2)
- Statutory spellings for each year group/phase appropriate sounds, dependent on individual class needs (common exception words) (see appendix 4).

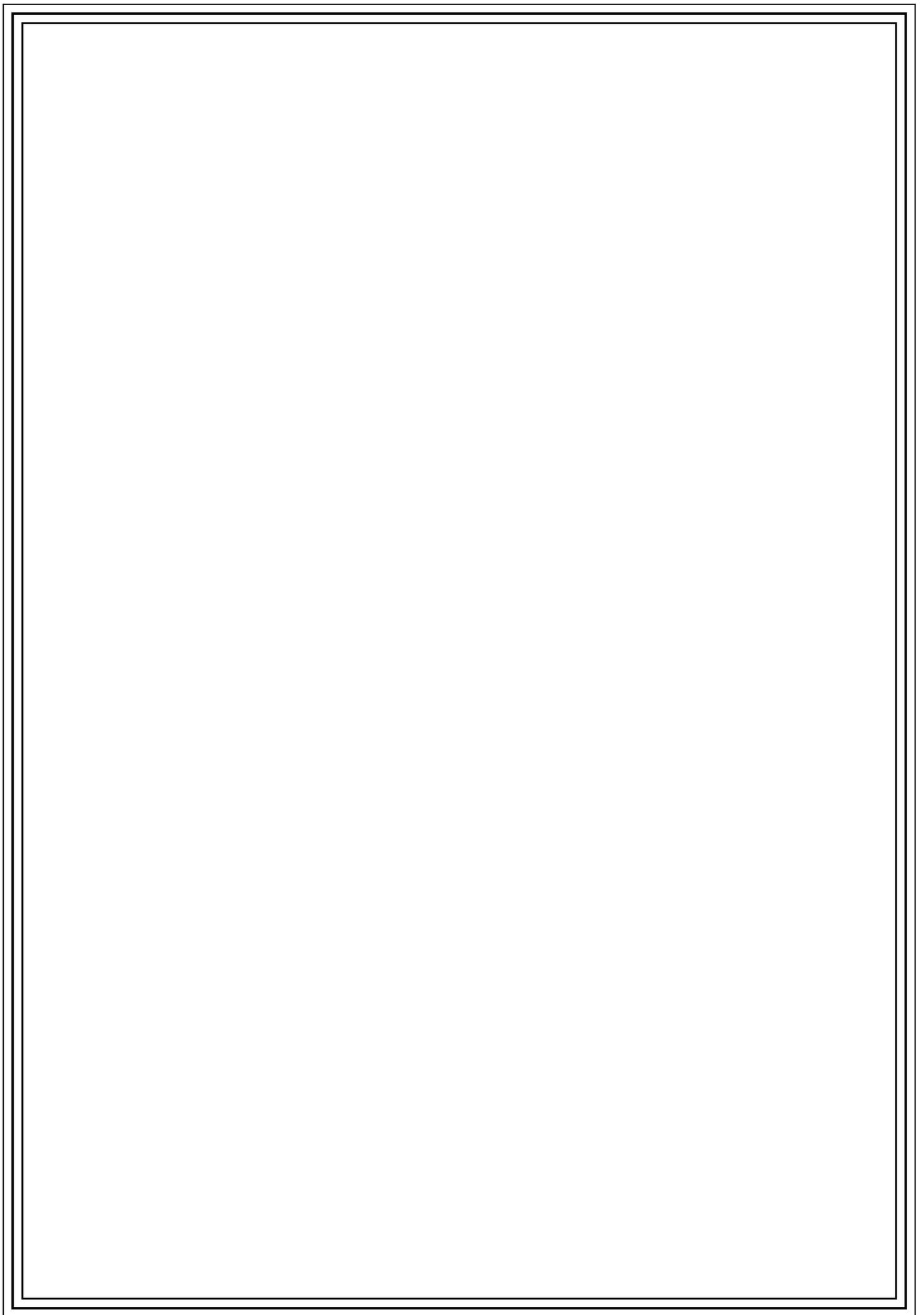
### **Parental Involvement**

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our annual 'Meet the Teacher' meetings and through parental workshops.

In order to ensure success and enable deeper learning, we give our children no more than five words per week to learn at home. We encourage our children to spend some time every day learning these spellings. Spelling homework should reflect the strategies being used in the classroom.

Regular communication with parents, especially in relation to spelling is essential. In addition to our procedures for termly reporting, parents are kept informed of their child's progress in spelling through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

The parent's role in supporting their child's progress in spelling is a focus of our annual EYFS and Key Stage meetings. Additionally, over a period of time, we deliver parental information workshops on the subjects of reading, phonics and grammar, punctuation and spelling.



Appendix 1 - Read Write Inc rhymes to form lower case letters



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string

Appendix 2 – Read Write Inc. groups of letters (special friends from RWI)



I think I stink



May I play?



What can you see?



Fly high



Blow the snow



Poo at the zoo



Look at a book



Start the car



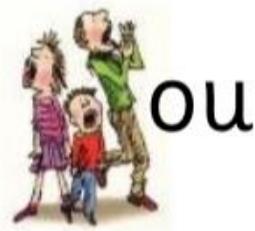
Shut the door



That's not fair



Whirl and twirl



Shout it out



Toy from a boy



Cup of tea



Spoil the boy

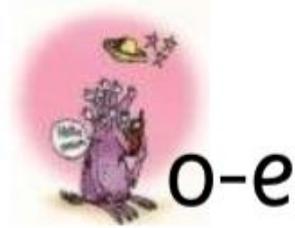
Appendix 4 – Letter family



Make a cake



Nice smile



Phone home



Huge brute



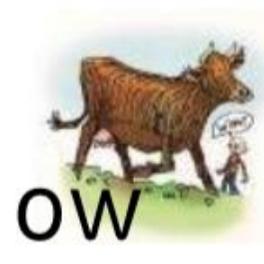
Yawn at dawn



Nurse with a purse



A better letter



Brown cow



Snail in the rain



Goat in a boat



Chew and stew



Fire fire



Hear with your ear



Sure it's pure



Care and share

Appendix 3 – Encouraging talk around spellings

<p>What does it look like?</p>	<p>What does our target word/ sound look like?</p>	<p>Describe one of your weekly spellings to a friend</p>	<p>When might someone do this? When might you do this?</p>
<p>Can you think of something else that might be described like this 'word' or 'sound'?</p>	<p>What verb might describe one of our weekly spellings?</p>	<p>Think of a time when you might use this word?</p>	<p>I like/ don't like this word because...</p>
<p>Where might you see this word in the real world?</p>	<p>Which other words are a bit similar to this word? Which words have similar sounds? Are the phonemes the same?</p>	<p>Can you think of any other words which have this phoneme, but sound different?</p>	<p>How will you remember this word? What strategies will you use?</p>
<p>Why might your teacher have chosen this word? Have you heard of this word in a story you've read?</p>	<p>Which will be your favourite strategy to remember this word?</p>	<p>Can you make up a story about this word?</p>	<p>True or false eg. 'Which of these things is more likely to be tattered? Then provide options</p>

## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

## Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	

## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	