



# Hoole St. Michael Church of England Primary School

## Spelling Policy

Member of staff responsible: L Topping

Date policy written: Apr 2021

Date approved by the Chair of SEC:

Date to be reviewed: Apr 2023

### Mission Statement

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-reaching Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

**Bible Verse:** I can do all through Christ who strengthens me. Philippians 4:13

### Overall Intent of our School

**Achieving excellence within the light of God.**

We encourage our children be **bold** and **courageous** in their learning, willing to **take risks** within a **supportive, caring Christian ethos**. Our **Christian Values** underpin everything we do at Hoole St Michael. Hoole St Michael children develop **confidence, resilience and a thirst for knowledge to prepare them for the future**. As a small Christian family, children build **strong relationships**, learn to **work together** and **support** each other through life's celebrations and challenges. **Growth Mindset and Sumo principles** teach our children to approach all areas of learning positively. Our children are **active learners** who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school we reach out to develop **meaningful partnerships** within the **local community and wider world**. We provide **enrichment activities** regularly for our children to **broaden their experiences** and love of learning

### ENTITLEMENT AND CURRICULUM PROVISION

Spelling is taught as part of a planned programme, following the requirements of the National Curriculum 2014. In addition handwriting lessons and guided reading and writing sessions afford many opportunities for talking about spelling and revisiting and practising strategies. The teaching of spelling of subject specific vocabulary occurs in all subjects and opportunities are made in these lessons to reinforce spelling work undertaken in spelling lessons. Children in Reception will practise and apply their phonics knowledge throughout their continuous provision.

### AIMS

- To guide each child towards becoming an effective speller

- To encourage children to see learning to spell as an integral part of the developmental process of learning to write.
- To understand the principles underpinning word construction (phonemic, morphemic and etymological)
- To encourage children to explore words and vocabulary.
- To be able to apply spelling strategies
- To encourage independence and self-evaluation as part of their spelling development.

## TEACHING AND LEARNING

**EYFS and KS1:** High quality phonic work will be taught systematically from Reception to Y2. The 'Letters and Sounds' phonetic sequence is followed, however teacher plan their own phonics lessons using a variety of resources. These resources and lesson are used in conjunction with 'Phonics Bug' reading resources.

A discrete phonics lesson of approximately 20 minutes will take place daily.

Children will be taught:

- the grapheme- phoneme correspondence in a clearly defined sequence
- the skill of segmenting words into their constituent phonemes to spell.
- that blending and segmenting are reversible processes.

### **Statutory framework for EYFS 2014: Spelling (writing)**

Expected: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.

Exceeding: children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.

### **National Curriculum requirements for spelling in KS1**

*Year 1: Refer to English Appendix 1 in the National Curriculum 2014 (pages 50 – 54)*

Y1 Pupils at Hoole St Michael will be taught to:

- Spell
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in *English Appendix 1*
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

*Year 2: Refer to English Appendix 1 in the National Curriculum 2014 (pages 55 – 58)*

Y2 Pupils at Hoole St Michael will be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in *English Appendix 1*
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### Overview of Phonics Phases

- Phase One supports the development of speaking and listening.
- Phase Two marks the start of systematic phonic work. Grapheme- phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught either writing the letters or using magnetic letters to encode words.
- Phase Three completes the teaching of the alphabet and then move on to sounds represented by more than one letter, learning one representation for each of the 42 phonemes; just one spelling is given at this stage for each phoneme.
- Phase Four children start to read and spell words containing adjacent consonants. No new phonemes at this phase.
- Phase Five looks at the alternative spellings for some phonemes.
- Phase 6 overlaps with the material within Support for Spelling; word specific spellings e.g. see/ sea; spelling of words with prefixes and suffixes, doubling and dropping letters where necessary; the accurate spelling of words containing unusual GPCs eg laughs, two.

During phonics lessons, the children will continue to be taught according to the phonics phases.

- Reception: Phases 2 to 4 (or phase 1 if not secure)
- Year 1: Phases 4 to 5 (or previous phases if not secure)
- Year 2: Phase 6 (or previous phases if not secure)

At Hoole St Michael, each daily discrete phonic session from Phase 2 onwards, will teach phonics skills and knowledge in multi-sensory, interactive and fun ways. Each session will follow this structure.

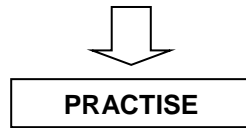
**REVISIT AND REVIEW**

Recently and previously learned phoneme-grapheme correspondences, blending and segmenting skills as appropriate

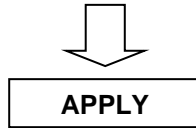


**TEACH**

New phoneme-grapheme correspondences; skills of blending and segmenting; tricky words



New phoneme – grapheme correspondences; skills of blending and segmenting



New knowledge and skills while reading/writing

### Timings:

- Revisit/review - most recent phonemes or gaps **3 - 5 minutes**
- Teach – **5 minutes**
- Practise – opportunity for games with all children involved, fun activities **8 -10 minutes**
- Apply – don't over emphasise the writing element at earlier phases, can be differentiated with different words or captions **3 minutes**

In addition to the daily phonics lesson, pupils in KS1 are tested on their weekly spellings which they practise for homework; new spellings are also given during this session.

**Books:** Children in KS1 have spelling books for their weekly spellings.

Children in the EYFS and KS1 will be taught spelling in line with national curriculum 2014 and the statutory framework for EYFS 2014 expectations.

### EYFS/KS1 High Frequency 'Tricky' words

Throughout each phase the high frequency 'tricky' words will be taught.

Children will use the **Look Say Cover Write Check** system for learning a new spelling.

Each teacher uses a variety of methods to ensure the correct spelling of the high frequency words appropriate to each phase plus topic specific vocabulary.

Teachers should recognise worthy attempts made by children to spell words but should also correct them selectively and sensitively.

### Key Stage 2

At Hoole St Michael we support our pupils to become confident spellers through the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

From Year 2 to Year 6 we follow the programme 'No Nonsense spelling' to teach spelling.

Our spelling lessons are separate to our daily English lesson. We teach short half-hour spelling lessons at least 3 times per week. All lessons follow the following structure:

- Revise
  - Activate prior knowledge
  - Revisit previous linked learning
- Teach
  - Introduce the new concept
  - Explain
  - Investigate
  - Model
- Practise
  - Individual/group work
  - Extend/explore the concept independently
  - Investigate

- Generalise
- Apply/Assess
  - Assess through independent application
  - Explain and demonstrate understanding

### **National Curriculum requirements for spelling in lower KS2**

*Years 3/4: Refer to English Appendix 1 in the National Curriculum 2014 (pages 59 – 63)*

Y3 and Y4 Pupils at Hoole St Michael will be taught to:

- use further prefixes and suffixes and understand how to add them (*English Appendix 1*)
- spell further homophones
- spell words that are often misspelt (*English Appendix 1*)
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### **National Curriculum requirements for spelling in upper KS2**

*Years 5/6: Refer to English Appendix 1 in the National Curriculum 2014 (pages 66 – 70)*

Y5 and Y6 Pupils at Hoole St Michael will be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in *English Appendix 1*
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### **Learning and practising spellings in KS2**

KS2 Spelling sessions will be a combination of teaching/investigation and assessment (including spelling tests and dictation). They will also follow the **revisit and review, teach, practise, apply** format as followed in EYFS and KS1. In Year 3, pupils who are not secure at Phase 6 by the end of KS1, must receive spelling intervention.

Children will develop different strategies for memorising high-frequency or topic words.

The children may continue to use the system taught in KS1: Look Say Cover Write Check.

Other strategies used to learn how to spell words are:

Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.

Quickwrite	Writing the words linked to the teaching focus with speed and fluency. Write as many words as possible within a time constraint.
Drawing around the word to show the shape.	Draw around the words making a clear distinction in size where there are ascenders and descenders.
Drawing an image around the	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.
Words without vowels	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.
Pyramid words	The method of learning words forces you to think of each letter separately.
Other strategies	<ul style="list-style-type: none"> <li>• Rainbow writing</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – e.g. pronouncing the silent letter</li> <li>• Clapping and counting to identify the syllables in a word</li> <li>• Graffiti spellings</li> </ul>

### Books:

All children in Years 2 to 6 use spelling journals (A4 blank exercise book) which are used for:

- Practising strategies
- Learning words
- Recording rules and conventions
- Generalisations as an aide-memoire
- Word lists of really tricky words
- 'Having a go' at the point of writing
- Ongoing record of statutory words learnt
- Investigations
- Recording spelling targets or goals
- Spelling tests

Children also have spelling books for their weekly spelling tests. Each child in KS2 has access to a pocket dictionary at all times (on tables). All KS2 children have access to thesauruses.

### KS2 Homework

Weekly spellings are differentiated according to the child's spelling age and ability. Differentiation may be seen in the number of spellings given or the type of words. Weekly spelling homework can be any of the following:

- words taken from the KS2 word lists (see next page) **Most important**
- a list of words linked to the spelling pattern/investigation being studied in class
- a collection of words which have been corrected in their written work
- a list of words linked to a topic being studied in class

### KS2 word lists

At Hoole St Michael we teach the statutory spellings from the National Curriculum word lists for Years 3/4 and Years 5/6.

### KS1: Common exception words

#### Year 1

the	a	do	to	today
of	said	says	are	were
was	is	his	I	you
your	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

door	floor	poor	because	find
kind	mind	behind	child	children
wild	climb	most	only	both
old	cold	gold	hold	told
every	everybody	even	great	break
steak	pretty	beautiful	after	fast
last	past	father	class	grass
pass	plant	path	bath	hour
move	prove	improve	sure	sugar
eye	could	should	would	who
whole	any	many	clothes	busy
people	water	again	half	money
Mr	Mrs	parents	Christmas	

#### Lower KS2

accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	continue	height	opposite	sentence
believe	disappear	history	ordinary	separate
bicycle	early	imagine	particular	special
breath	earth	increase	peculiar	straight
breathe	eight/eighth	important	perhaps	strange
build	enough	interest	popular	strength
busy/business	exercise	island	position	suppose
calendar	experience	knowledge	possess(ion)	surprise

caught	experiment	learn	possible	therefore
centre	extreme	length	potatoes	though/although
century	famous	library	pressure	thought
certain	favourite	material	probably	through
circle	February	medicine	promise	various
complete	forward(s)	mention	purpose	weight
consider	fruit	minute	quarter	woman/women

### Upper KS2

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

### APPLICATION OF SPELLING AND WRITING

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills;
- guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;
- marking the children's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement;
- teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.
- highlighting the importance of spelling when the children start to write in any subject, reminding them of the strategies, rules and conventions that they can apply.

### ASSESSMENT



- In EYFS and KS1, phonics data is collected for the termly pupil progress meetings; teachers must assess whether each child is working within or securely at a phase before this meeting and record this data on the Lancashire phonics data sheet (*see appendix 2*)
- Children are also assessed at the end of each phonics phase before moving onto the next phase.
- All pupils in KS1 and KS2 are assessed using the NFER spelling test at the beginning and end of the academic year to see whether a child has made progress; the NFER test provides each child with a spelling age and these ages are used to provide each child with a spelling partner of similar ability; spelling ages are reported to parents in their interim and end of year reports.
- Dictation is regularly used from Y2 onwards to assess whether children can apply their spellings within a short piece of writing.
- **Spelling tests:**
  - Should be differentiated as far as possible
  - Take place in KS1 and KS2
  - Take place weekly unless there are exceptional circumstances
  - can be carried out by the teacher or by a spelling partner (especially if children have individual spelling lists)
  - Results are recorded and parents are informed regularly.
- Marking provides the opportunity to see how well individual children understand and apply what has been taught (see next section)
- At the end of Y1, the children undertake the statutory Y1 phonics check (however this relates to the reading and not the spelling of words)
- At the end of Y2, the children undertake the statutory end of KS1 spelling test (due to change to the Y2 SPAG test in 2016)
- At the end of Y3, 4 and 5 the children currently undertake the spelling test from the Optional SATS
- In Years 5 and 6, the children regularly practise spellings from previous end of KS2 spelling tests and SPAG tests. SPAG levels are reported termly in Year 5 and 6 pupil progress meeting.
- At the end of Y6, the children undertake the statutory Y6 spelling test as part of the overall SPAG (spelling, punctuation and grammar) paper.

## **MARKING OF SPELLING**

- When marking, teachers should not correct beyond what has been taught about spelling.
- Once a child is secure in their spelling of a word, an incorrect spelling must not be accepted. This word must be practised in school and at home
- If a child makes a spelling mistake in any piece of work across the curriculum, the teacher will ring the incorrect spellings and write **sp** at the bottom of the page.
- The teacher will list incorrect words at the end of the written work for the child to practise (no more than 5 words for each piece of writing)
- Children write each word three times alongside correct spelling.
- Teachers must provide time for each child to practise their spellings, either at the start of a lesson, or during early morning work; teachers must monitor that this has been done.
- Children in EYFS will be introduced to writing books when ready in the autumn term and for all EYFS children from the spring term; key spellings will be corrected and practised from the spring term.

## **CLASSROOM ENVIRONMENT AND RESOURCES**

- Classrooms should contain a variety of spelling and word level prompts (*see appendix 3*)
- Children must have easy access to dictionaries and thesauruses, especially in KS2, which are appropriate to the age range; children should be taught to use a dictionary and use these to check tricky spellings.
- English working walls should have a section dedicated to spellings, these spellings are a must expectation in the children's independent writing.

## **LINKS WITH HANDWRITING**

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked.

- **Handwriting sessions:** As children are taught the basic joins they can practise joining digraphs as one joined unit. This can develop into practising letter strings and complete words linked to the specific focus for teaching in the spelling unit.
- **Tricky words:** can be demonstrated and practised as joined units (e.g. *the, was, said*).
- **Spelling sessions.** The children need to see the target words written in joined script as frequently as possible and to practise writing words,

## **INCLUSION**

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEN co-ordinator and parents. Programmes used include

- 'Fast Track Phonics' for Y2 children who have not achieved the expected standard in the Y1 phonics check;
- additional phonics sessions;
- Nessy Programme in Y2 – Y6
- Precision teaching (daily 10 minute sessions)

## **ROLE OF THE SUBJECT LEADER**

The English Subject Leader at Hoole St Michael (currently Miss Topping) is responsible for improving the standards of teaching and learning in spelling

The Subject Leader will:

- Take the lead in policy development
- Audit and support colleagues in their CPD
- Purchase and organise resources

## **The Governing Body**

Regular reports are made to the governors on the progress of spelling within our school.

## **CONCLUSION**

This spelling policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

**This spelling policy will be reviewed by the English subject leader.**

**Date for next review of this document-**

This policy was approved by the Governing Body on.....

Signed..... Date..... *(Chair of SEC)*

Signed..... Date:..... *(Headteacher)*