

CLEE HILL COMMUNITY ACADEMY SPELLING and PHONICS POLICY

Review date December 2022

Introduction

We want all children at Clee Hill Academy to develop as confident, independent spellers. The school's approach to spelling will be applied in all cross-curricular work. To become successful spellers, pupils need to be taught in a fun, motivating and interactive manner using a wide variety of activities. Opportunities for consolidation need to be afforded on a daily basis and should include the promotion of collaborative learning.

'Good spelling instruction must give you the power to spell words to have never seen before.'

Aims

At Clee Hill Academy our aim is to create an environment that allows children to develop the ability to learn spelling rules, making use of and applying this learning throughout the curriculum. The key to our whole approach is fostering an environment where children feel comfortable to: try out unknown spellings before committing themselves to a final version; draw on the learning strategies devised by peers as well as teachers; develop confidence in using available resources such as dictionaries, 'Have a Go' books and computer spell checks effectively.

Resources

Children should become actively involved in their own spelling development. Children need to investigate and generate rules and patterns for themselves through planned activities. In investigating words for themselves children begin to construct patterns and generate rules. Instead of having an isolated bank of words that they may or may not remember they develop an understanding of the way words work and begin to develop knowledge of a range of rules.

We use:

Within this school we use various spelling resources including; Letters and Sounds from Nursery to year 2 and Babcock No-nonsense spelling in years 3 -6. We have fluidity within school and a child does not move to the next phase until they are secure in the previous phase. We make effective use of our resources by ensuring that the activities we use are multi-sensory based on four key learning styles.

- **Visual** - remembering common patterns; writing words down to check if they look right. Looking for words within words.
- **Aural and oral** - hearing and pronouncing words, emphasising or exaggerating pronunciation to aid learning (e.g. Wed-nes-day) breaking words into syllables or phonemes. Kinaesthetic - writing common patterns; tracing over words; sky writing as you say each letter; getting the feel of common handwriting joins.

- **Cognitive** - knowing rules, conventions, possible and impossible combinations; identifying word roots, suffixes and prefixes; using knowledge of grammar and using mnemonics

Children who struggle with spelling usually have **no strategies** up their sleeve when they get stuck on a word. Ask any weak spellers the question, 'what do you do when you cannot spell a word'. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to **acquire a range of different approaches to help them**.

Pie Corbett

By experiencing a multi-sensory teaching approach, children who learn in different ways have every chance of developing their ability to spell. Good spellers use a range of strategies. We also emphasise the important link between handwriting and spelling. Regular practice of handwriting helps to consolidate the learning of common letter strings.

Strategies to learn spellings

<p>Spelling scribble</p> 	<p>Neights and crosses</p> 	<p>Surround words</p> 
<p>Pyramid writing</p> 	<p>Make flashcards</p> 	<p>Quick write</p> <p>How many times can you write the word correctly and neatly in one minute?</p> 
<p>Rainbow writing</p> 	<p>Online games</p> <p>http://www.spell.com/ http://www.spell.com/</p> 	<p>Alphabetical order</p> <p>cat dog ball ant egg frog</p> 
<p>Square spelling</p> 	<p>Mnemonics</p> <p>Make up a rhyme to learn the spelling.</p> <p>because</p> <p>Big elephants can always understand small elephants.</p> 	<p>Silly sentences</p> <p>Use each of your words in a silly sentence. Underline your spelling words.</p> <p>By eat, wear, pink, clips, and blue pants.</p>

Implementation

The teaching of spelling can be broken down into the following three main areas:

Systematic Approach

Pupils, throughout the school, should be taught to spell using a systematic approach. By following a programme, the pupils can work progressively and in ability groups. Spelling can be differentiated in both difficulty and also through the number of words to be learned. Pupils

They are learning the skill of 'does it look right'. This is the strategy that most adults use before they reach for a dictionary. We need to teach them this skill and also help them to understand that a dictionary is not the first port of call.

Pupils can use their 'have a go' spelling books to try a word out and then an adult, if it is incorrect, will talk through any misconceptions e.g. you need an alternative phoneme, discuss spelling rules

'Have a go' will be a particularly useful skill in younger children as they may want help with almost every word they write. By immediately asking the teacher for help, the writing process is slowed considerably for pupils. We need to help them build up their confidence in their own ability to use the knowledge they have already.

'Have a go' helps pupils to learn how to spell copying from a 'word book' or teacher's writing rarely does.

Spelling prompts



Children have access to spelling prompts in the front of their spelling journals to encourage them to use strategies learnt to 'have a go'.



Spelling prompts showing different phonemes are available on tables.

Parental involvement

We run parent workshops. In the current climate, we are unable to do this so we have an informative Powerpoint and resources to inform parent on how they can support spelling at home.

<http://chcacademy.co.uk/parents/parent-workshops/supporting-spelling>

Supporting Spelling

At Clee Hill Academy, children will be encouraged to explore a wide range of vocabulary therefore developing a deeper understanding and more accurate and precise use of spelling within their written work.

At both key stage 1 and key stage 2, children are assessed on their spelling not only in the Spelling, Punctuation and Grammar Test, but also as a key factor in their writing.

In school, we are working hard to help your children to learn more about words in lots of ways:

- spelling rules;
- strategies to help them remember words/ patterns;
- playing games - learning through repetition;
- online games;
- applying spelling in their writing.

Would you like more ways to help your child at home?

See below for our information on spelling in school and ways you can help at home.:

[Spelling workshop Powerpoint](#)

[Strategies for learning spellings](#)

[Word list years 3 and 4](#)

[Word list years 5 and 6](#)

Non-negotiables

- We will never tell a child how to spell a word
- Children will 'have a go'
- Spelling will be taught daily
- Children will be encouraged to use spelling prompts to apply learnt strategies