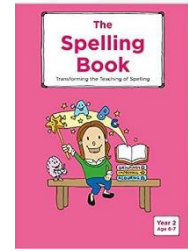




CLEE HILL COMMUNITY ACADEMY SPELLING POLICY

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Subject Lead - Donna Richardson



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, through using the quality materials and comprehensive guidance within **The Spelling Book**, children will develop expertise and fluency. 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 you have never seen before.'

Our spelling teaching builds on 'Little Wandle' which is used in nursery, reception and year 1. (see separate 'early reading and phonics policy') At Clee Hill, we believe phonics is for life not just early years. Jane Considine's spelling approach builds upon children's existing phonic knowledge.

Aims

At Clee Hill Academy our aim is to create an environment that allows children to develop the ability to learn spelling rules and to apply 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.



We use:

At Clee Hill Academy, we have enhanced our teaching of spelling in Year 2 upwards, by introducing 'The Spelling Book' By Jane Considine. **The Spelling Book** is not a scheme, it's more a way of teaching spelling that relies on teachers to bring the 'wonder of words' to life. **The Spelling Books** provide structure and support to teachers whilst allowing enough room for creativity, ensuring that all **National Curriculum fundamentals** are covered. **The Spelling Book** system exceeds all expectations around making the teaching of spelling effective, and 'stick-able', for children.

All of the concepts, activities and tasks within the books have been designed to increase 'stickability' and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.

Children may practise their 'go grapheme grafters' words though various spelling strategies.

Strategies to learn spellings

| | | |
|---|---|---|
| Spelling scribble  | Neighbours and crosses  | Swapped words  |
| Pyramid writing  | Make flashcards  | Quick write How many times can you write the word correctly and neatly in one minute?  |
| Backward writing  | Online games http://www.oxfordjournals.com/doi/10.1093/oxfordjournals/oxfam.a111111  | Alphabetical order Put the words in alphabetical order. cat dog ball ant egg frog  |
| Square spelling  | Mnemonics Make up a rhyme to learn the spelling.  | Silly sentences Use each of your words in a silly sentence. Underline your spelling words.  |

Implementation

Daily lessons

These involve activities to develop etymology (where words originate from) and morphology (how words are structured, such as adding prefixes and suffixes), as well as continuing to develop children's awareness of alternative spellings for the sounds they know.

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 should be afforded opportunities to practise them collaboratively and through a wide variety of interactive activities.

Common Words (High Frequency)

The teaching and learning of common words should be given a high priority in all classes as they make up a significant percentage of all written work. The progression is mainly in the amount of words that are introduced so teachers may wish to teach them as a whole class rather than in ability groups. This affords more opportunities to practise them either as a class, in a group or in pairs to ensure they are fully embedded.

Writing / Spelling connection

It is vital that pupils are given opportunities to learn the words that they have misspelled in their own writing. The teacher may choose to highlight a few of these words in yellow for the pupils to correct using their 'have a go' spelling books and these can then be learned. The children will practise these words using a look, cover, write, check sheet.

Spelling in Years 2 to 6

In Years 2 to 6, weekly discreet spelling sessions are taught, using 'The Spelling Book' approach. Spelling will be taught over a continuous two-week cycle. During week one of the cycle, children will take part in two sessions (one 20 minutes long and one 30 minutes long)- an 'investigation' session where they explore a hypothesis and a 'Go Grapheme Grafters' session where they explore patterns within words. This builds on, and continues to embed, phonic strategies taught in KS1.



The slide is titled 'INVESTIGATION 1' and features a 30-minute timer icon in the top left and a cartoon dog character in the top right. The main text asks 'Believe it or not?' and 'Do you think this hypothesis is correct?'. A green circle on the left contains the hypothesis: 'All words that end with 'le' have a double letter before, e.g. bottle'. Below the text are three buttons: 'True' (green), 'False' (red), and 'Sometimes' (blue). A small number '30' is in the bottom right corner.

| True | False | Sometimes |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During week two of the cycle, children will take part in five 10-15-minute sessions - Daily Fast Tasks. These sessions are to improve pace and take a much quicker look at spellings. They

involve analysing common errors, exploring why these errors occur and what to do to ensure that the correct spellings are embedded into our long-term memory.

Quick spell

Day 5 – Dictionary disaster

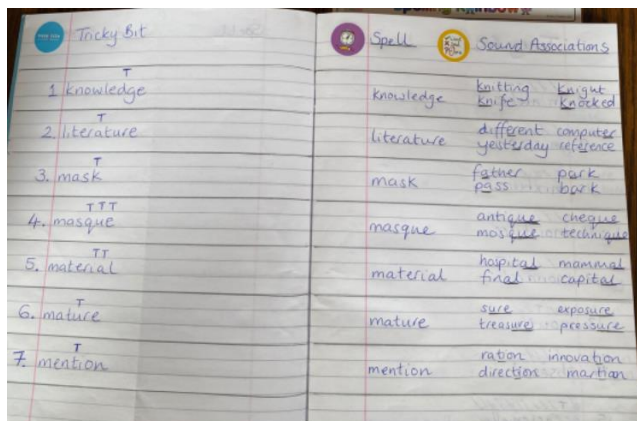
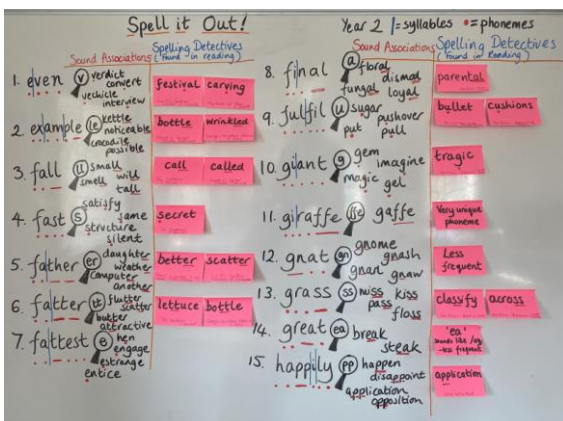
What a disaster! The words keep changing position. Help the Word Wizard put them in **alphabetical order**.




| Set 1 | Jumbled order | Set 2 | Jumbled order | Set 3 | Jumbled order |
|-------|---------------|-------|---------------|-------|---------------|
| | difficult | | emerge | | ignoramus |
| | difference | | embarrass | | identity |
| | dietary | | emergency | | ignition |
| | diesel | | embroider | | igloo |
| | dictionary | | embellish | | illiterate |

Can you design a list of 5 words for your friend to re-order?

Every two weeks, children investigate the sound and spelling patterns of a set of words and become 'word detectives', identifying the same sound and spelling in their reading. A lot of children can perform in a spelling test, but cannot apply these spellings in their writing, therefore this list of words is not sent home to learn. This is in order to develop their pattern spotting and sound correspondences for application in their writing. The 15 words from *Go Grapheme Grafters* will be displayed for 2 weeks in the classroom and the children encouraged to add sound associations.

Ticky bit

1. knowledge (T)
2. literature (T)
3. mask (T)
4. masque (TTT)
5. material (TT)
6. mature (T)
7. mention (T)

Spell

| | |
|------------|---|
| knowledge | knitting, knife, knocked |
| literature | different, computer, yesterday, reference |
| mask | father, park, pass, bark |
| masque | antique, cheque, mosquito, technique |
| material | hospital, mammal, final, municipal |
| mature | sure, exposure, treasure, pressure |
| mention | ration, innovation, direction, martian |

Spell it Out!

Year 2 1-syllables = phonemes

1. even (Sound Associations: verdict, convert, vehicle, interview)
2. example (Sound Associations: kettle, noticeable, conceals, possible)
3. fall (Sound Associations: small, with, tall)
4. fast (Sound Associations: satiffy, same, structure, silent)
5. father (Sound Associations: daughter, unlocks, computer, another)
6. fatter (Sound Associations: flatter, matter, attractive)
7. fattest (Sound Associations: hen, engage, strange, antic)
8. final (Sound Associations: federal, dismal, fungal, loyal)
9. fulfil (Sound Associations: sugar, pushover, put, pull)
10. giant (Sound Associations: gem, imagine, magic, gel)
11. giraffe (Sound Associations: gaffe)
12. gnat (Sound Associations: gnome, gnash, gnarl, gnaw)
13. grass (Sound Associations: miss, kiss, pass, floss)
14. great (Sound Associations: break, steak)
15. happily (Sound Associations: happen, disapprove, application, application)

Spelling Detectives (found in reading)

- festive, carry
- bottle, mixed
- call, called
- secret
- better, scatter
- lettuce, bottle
- parental
- bullet, cushions
- tragic
- Very unique phoneme
- Less frequent
- classify, across
- application

Spelling is assessed formally at the end of year 2 and year 6 when the children complete their end of Key Stage SATs. There is also a baseline spelling progress check, within 'The Spelling Book' approach, which will be carried out twice per year - during the first two weeks of term and again at the end of the year.

Baseline assessment:

Spelling task

Name: _____

1. We have experienced many _____ over the last decade.
2. I'll tell her you _____ out.
3. Tom has just finished _____ lunch.
4. We took the _____ route.
5. Will you be busy _____ night?
6. The _____ was very messy.
7. Megan took her _____ to make her feel better.

'HAVE A GO'

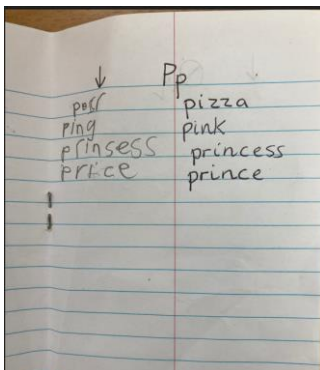
Simply by training our pupils to say 'Is this how you spell...?' rather than 'how do you spell...?', we are teaching them to use the spelling strategies that have been taught, for example, sounds like another word, breaking it into syllables etc.

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.



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