

Hayes Meadow Primary School Spelling Policy

Vision Statement

At Hayes Meadow Primary School we believe that good spelling is a key skill which allows children to communicate their understanding in all curriculum subjects. In order for pupils to become confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

Aims

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings.
- Promote a positive and confident attitude towards spelling
- Help children to use a range of dictionaries and spell checks effectively.
- Help children recognise that spelling is a lifelong skill
- Provide equal opportunities for all pupils to achieve success in spelling

Teaching and learning

Phonics

Specific **phonics** sessions are taught daily in EYFS and Key Stage 1.

The Foundation Stage builds upon children's previous pre-school language experiences to develop essential spelling skills. Children work within the Literacy element of the Early Learning Goals which lay the foundation for further spelling progress. Phonemes and graphemes are taught using the Letters and Sounds programme.

Phonemes are blended together to build simple vowel consonant words e.g. is, on, at, and then consonant vowel consonant (CVC) words e.g. mat, pin, lot, moving on to CVCC and CCVC words (phase 4 from Letters and Sounds). Individualised phonic ability is assessed at the end of each term. At the end of the summer term in Reception, pupils are assessed on their ability to spell high Frequency words ensuring continuity and progression between the Foundation Stage and Year 1.

At Hayes Meadow, spelling is taught systematically using the Letters and Sounds initiatives. Letters and Sounds focuses on the auditory recognition, visual recognition, blending (reading) and then segmenting (writing) of separate sounds (phonemes) in words. The phonemes and graphemes taught are divided into six progressive phases.

Through this systematic teaching of spelling, children learn that letters are used to represent different sounds, that each sound can be represented by one or more letters, that sounds may be written in more than one way and that some letters may represent more than one sound.

Children will learn how to:

- * blend sounds together to build words e.g. ca....t....(cat)
- * segment the different sounds in words e.g. pigp....i....g
- * manipulate phonemes by inserting and deleting sounds out of words e.g. does the letter o make an 'o' sound as in hot or 'oe' sound as in no
- * We will encourage children to spell independently from an early age, using their phonics to attempt spelling and check words they are unsure of, in order to help them develop as independent learners and thinkers.

Throughout Key Stage 2 small groups of children, where necessary, work with TAs continuing with the appropriate phase in phonics, where phonic knowledge is not yet embedded. The teaching and learning of phonics and the correspondence between letters and their sounds underpins all of the spelling strategies taught across the school.

Spelling

In KS1 and 2 spelling is taught based upon the 2014 National Curriculum framework. (See Appendix 1)

Alongside the phonics programme, we endeavour to teach the children a range of spelling strategies in order to appeal to a variety of learning styles. These include:

- *The Look, Cover, Say, Write and Check method
- * Identifying syllables in words in order to break words into smaller parts
- * Identifying root words e.g. smile- smiling- smiled
- * Analogy- Using words already known to help spell new words e.g. could, would, should.
- * Mnemonics - making up sentences or phrases to help remember the spelling of a word.
- *Finding words within words
- * Making links between the origin of words and their spelling (etymology)
- * Using word banks and dictionaries
- * Learning different spelling patterns and investigating new spelling rules.
- * Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling
- * The use of ICT resources, such as Wordshark

At Hayes Meadow Primary School we understand that children have different learning needs, therefore throughout the school the children

will be offered a wide range of spelling activities to provide a stimulus for all learning styles.

They may take the form of:

- Paired, individual, small group or whole class teaching
- Spelling/phonics games
- Dictionary and thesaurus activities
- Audio visual activities (e.g phonics Bug)
- Writing experiences through play.
- Word games, word searches, crosswords, puzzles
- Specific homework activities
- Investigative work
- Editing and re-drafting work
- Creating word banks linked to topic work or high frequency words
- Word play activities
- Action rhymes and songs
- Creative work

Resources

To enable all children to develop the range of strategies taught, classrooms will be well equipped to support the different activities and learning styles. Resources may include:

- Whiteboard and pens, ICT, spelling games. Magnetic letters, word banks (including cross curricular words as well as high frequency words), word cards, thesauruses, dictionaries, picture dictionaries, wall charts.

Key words

In line with the 2014 National Curriculum, it is expected that by the end of Key Stage 1 the children should be able to read and spell the first 300 high frequency words (Appendix 2). Appendix 1 outlines expectations for spelling from Year 1 to Year 6, taken directly from National Curriculum 2014.

All children are encouraged to respond to feedback and check their own work, identifying words spelt incorrectly. Time is allocated during English sessions for this to take place. These strategies help children take responsibility for their own learning.

Handwriting and Spelling

Links between handwriting, phonics and spelling are also important. The regular practice of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in phonics lessons, the children will develop a good motor memory which will aid independent writing and spelling.

Home/ School links

Children will be sent home spellings to learn. Hayes Meadow Primary recognises that parents have an active part to play in all aspects of their children's learning. Spellings sent home will be directly linked to sounds or spelling patterns taught that week in class.

SEN

Some children will continue to find these spelling strategies difficult to use effectively and will need additional support beyond differentiated classroom activities.

TAs may lead additional spelling activities, such as precision teaching, involving small groups or with individuals. Intervention programmes may also be put in place to support spelling. Class teachers will liaise with the SENCO when considering the specific needs of some children.

Equal Opportunities

All children will have an equal opportunity and account will be taken of specific needs and where appropriate, support will be accessed through the special needs policy.

Assessment, Monitoring and Evaluation

Children in the EYFS are assessed on an ongoing basis through observation. Within Key Stages one and two children are encouraged to proof read their work and correct spellings where they see a 'p' indicated in the margin. They are also given spelling tests to monitor their progress.

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