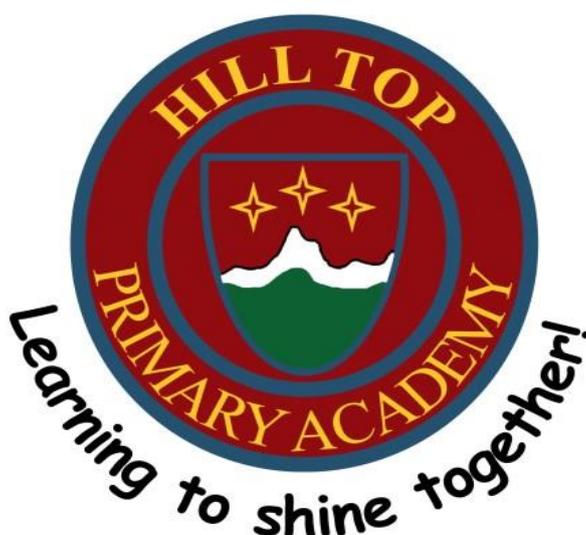


Hill Top Primary Academy

A Member of Leodis Academies Trust

Spelling Policy



<i>Plan administration</i>	
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<i>Person responsible for review</i>	<i>Joanne Lancaster</i>
<i>Signed and dated Principal</i>	
<i>Signed and dated and in Gouv minutes Chair of Governors</i>	

Hill Top Primary Academy is an inclusive school; we believe that every child has a right to a broad, balanced and effective education regardless of race, gender, age, sexuality or special need. Please refer to our Equal Opportunities Policy for further details of this.

The Spelling Policy is a working document, which reflects the ethos and practice within the school in relation to the teaching of Spelling. It has been written with due regard to the requirements of the English Programmes of study: key stages 1 and 2 (September 2014).

Fundamental Principles

Hill Top Primary Academy believes that spelling is an important aspect of writing but it must not be allowed to always dominate our responses to pupil's writing. Very good efforts at writing can often be dismissed because of basic spelling errors and this can damage a child's perception of him or herself as a writer. We believe that a positive and interactive approach to spelling will encourage children to recognise their achievements in spelling rather than allowing spelling to be associated simply with mistakes and corrections. Through careful teaching and using specific strategies to develop spelling through its stages, we can encourage children to investigate and overcome spelling problems, thus becoming more confident writers.

Aims

The aims of Hill Top Primary Academy are:

- To teach spelling systematically throughout the academy, using Letters and Sounds and the English Programmes of study: key stages 1 and 2 (September 2014) as a framework.
- To use the No Nonsense spelling programme to support spelling.
- To equip children with the strategies from the No Nonsense spelling programme, to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher.
- To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when and where it is appropriate.

Practice

Developing Spelling

In order to be an efficient speller, a child needs to:

- Use standard English;
- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words (GPCs);
- Be able to choose the correct grapheme;
- Be able to distinguish visually between words which are 'legitimately' spelled, eg wait, wate;
- Know the meanings of the homophones, eg been and bean, so that the correct spelling is used;
- Recall, eg by mental image, by memorising order of tricky letters, 'tricky' words; ☑ Know spelling conventions, eg, relating to double letters; ☑ Look for similarities in the spellings of words which are etymologically related, eg, sign, signal.

How this is to be achieved

At Hill Top Primary Academy, we are supported in our teaching of spelling through the No Nonsense spelling programme in Year 2 up to Year 6. This aims to make children more confident spellers

through the provision of lessons which provide visual, auditory and kinaesthetic elements in which the children play a vital role in their own learning.

What is the No Nonsense Spelling Programme?

The No Nonsense Spelling Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on 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. The programme:

- Delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- Has a clear progression through blocks of teaching units across the year
- Comprehensively explains how to teach spelling effectively.

How No Nonsense Spelling is organised

The programme consists of the following elements:

- The requirements of the National Curriculum. These have been organised into strands and then broken down into termly overviews.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily – although we recognise that in some classes or at some times of the year we may wish to increase the number of sessions to daily or alternative days.
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

In the Early Years Foundation Stage, daily activities follow the 'Letters and Sounds' framework. Pupils are taught the grapheme-phoneme correspondences (GPCs). Pupils are taught that letters on the page represent the sounds in spoken words.

In Year 1, pupils continue to follow the 'Letters and Sounds' framework. When pupils write they need to encode the sounds they hear in words. Pupils are taught new GPCs as well as revising and consolidating those learnt earlier. The common exception words, which are common words containing unusual GPCs are also taught.

At the beginning of Year 2, pupils should be able to use their phonics knowledge to spell many of the words covered in Year 1. They should also be able to make phonetically plausible attempts to spell words they have not learnt yet. Letters and Sounds is continued throughout Year 2, however the No Nonsense spelling programme introduces the variations in spelling, such as silent letters and words spelt differently to how they are pronounced.

In Lower KS2 (Years 3 and 4), the No Nonsense programme focuses on the correct spelling of common words and common exception words. The sessions further give the opportunity for children to use their phonic knowledge and other spelling knowledge, such as morphology and etymology,

accurately. Pupils in year 3 and 4 should be taught spelling content identified on Appendix 1 – Spelling Content Domain areas from KS2 2016.

In Upper KS2 (Years 5 and 6), pupils' spelling of most words they have been taught so far should be accurate. However, the programme further progresses children in learning the spelling of statutory words for year 5 and 6 – also see Appendix 1 – spelling content domain areas from KS2 2016. They should be able to spell words they have not learnt yet by applying their knowledge of word structure in English.

From the English Programmes of study: key stages 1 and 2: non-statutory guidance (September 2014). Progression in Spelling

Year 1 Statutory requirements:

Pupils should 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. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

For Years 2-6

Year 2

We expect age related pupils to be able to consistently apply what they have learnt before so year 2 pupils should be applying prefixes and suffixes etc. Pupils should 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.
- Adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Applying spelling rules and guidance.
- Writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Lower Key Stage 2 (Years 3 and 4) Pupils should be taught to:

- Use further prefixes and suffixes and understand how to add them. ☑ Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- 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.

Upper Key Stage 2 (Years 5 and 6) Pupils should be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- 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.
- 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.

Important notes:

The year 5 and 6 word list fits in with the spelling rules so rather than teaching 5 – 10 words per week randomly, GROUP the spellings according to rules and teach in that way.

Don't let the children write days of the week, months of the year without a capital letter!

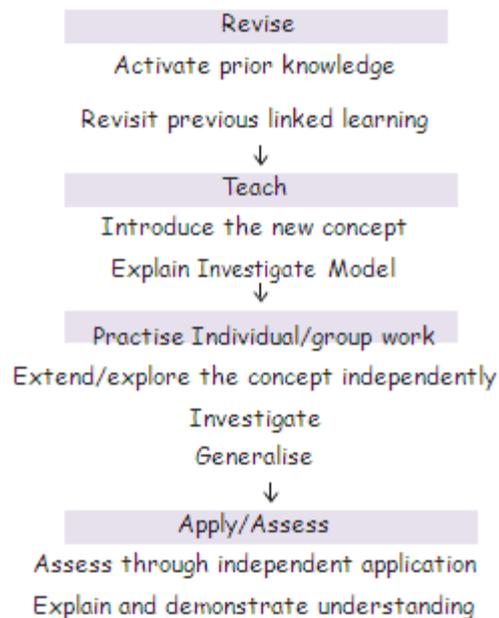
Make sure you go back to previous year's words throughout the weeks.

Teach the root word meaning as well – look at <http://www.etymonline.com>

Spelling Routines in KS1 and 2

No Nonsense Spelling Sessions

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:



Within the lessons, the particular focus is identified, followed by suggested teaching strategies. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spell. Each lesson is approximately 10 to 15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required.

Proof-Reading

Within the English lesson, proof-reading techniques are taught using teacher modelling and shared writing teaching methods. The children are made aware that checking their work for spelling mistakes is a vital and important part of the writing process. We agree as a staff that children should have the ability to proof-read work independently. We also want to avoid the scenario where children become accustomed to teachers proof-reading their work and finding all the mistakes for them.

Dictionary Use

There are a range of dictionaries and thesauri in each class which are differentiated in ability levels to suit the range of needs within the English groups. As well as doing investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during Guided Reading in order to research the meaning of an unknown word.

Marking

(See Marking and Feedback Policy)

Assessment

- Spelling is assessed through the STAT online every half term in order to see the children's progression.
- Phonic phases should be assessed every half term from FS to Year 2. Pupils need to progress through the phases at the required pace.
- Year 1 pupils sit the phonics screening test and those pupils who do not succeed in year 1 will repeat the test in year 2. We track these pupils carefully and have intervention strategies in place. This also extends to year 3 pupils who struggle to acquire phonic knowledge.
- In Year 2, pupils sit a spelling test as part of their National SATs. The spelling test result forms part of the overall English standard awarded.
- In Year 6, pupils sit a Spelling, Punctuation and Grammar Test. The spelling test results forms part of the overall English standard awarded.

Classroom Testing of Spelling

At Hill Top Primary Academy we agree that the testing of random words in isolation which are not linked to any investigation has very little lasting and ongoing value and it is doubtful that all children will apply the new spellings in their work. We decided that we would test in the following way:

Following the No Nonsense spelling sessions and home practice, we will test the children's new learning and retention. In KS1, sentences which include a previously focused spelling will be dictated to the children. Children will be expected to spell the word correctly. In KS2, children will be given written sentences or dictated sentences with missing words. The sentence will be dictated by the class teacher and children will spell the missing word correctly within the space provided.

Each week, some of the words that the children are expected to spell correctly might not necessarily be a spelling taught that week. Teachers might include spellings from previous weeks and previous year's which children should already know. Teacher will also include a final 'Mystery word'. Children will have to use their knowledge of spelling patterns to spell the word correctly.

Testing – by teacher and peers may include:

- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Homework

Children in KS1 and 2 may have spelling homework set each week. This homework will be appropriate to their needs and in years 2-6 will be linked to the No Nonsense spelling sessions.

To practise spellings, we encourage children to use a strategy that the class teacher has introduced to the children from the No Nonsense spelling programme.