



## CHACEWATER SPELLING PROGRAMME

### Key Stage 1 and 2

**Learning to Spell** It is important that pupils learn to spell so that they can write down their ideas fluently and confidently. Some pupils seem to absorb correct spelling of words, with no apparent effort, during the course of their reading. The majority, however, need to invest more time and practice in learning to spell.

At Chacewater Primary School we believe that learning to spell is about learning strategies, patterns, rules and guidelines that apply to whole groups of words - and applying these to make sensible and reasoned spelling choices.

## Spelling in the context of writing

Children's growing understanding of why words are spelt in a particular way is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their own 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:** 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.
- **Teaching and practising handwriting:** Learning and practising a fluent joined style will support children's spelling development. Children need to see the target words written in joined script as frequently as possible and to practise writing words, e.g. in dictations and at home, using joined script themselves.

**Proofreading** - To identify mis-spelt words in their own writing.



Children need to be taught how to proofread their work as part of the writing process. This process should start during Year 2 and run throughout Year 3 so that children become increasingly confident in their ability to check and correct their work. This starts with demonstration in shared writing and is then applied in independent writing.

A teaching sequence for proofreading:

1. **Preparation:** Towards the end of a unit of work, after the children have revisited and revised their work in terms of structure and content, sentence construction and punctuation, the teacher selects an example of one child's work, writes it out and makes a few changes so that it is not immediately recognisable.
2. **Shared writing:** Read through the work as the children follow, explaining that you are looking for a particular type of spelling error, related to specific recent teaching focuses (e.g. the spelling of *-ed* endings). Think aloud as you identify each error and go through a routine:
  - Underline the part of the word that you think is wrong and explain your doubts;
  - Try out an alternative spelling - does it look right?
  - Check from another source, e.g. words around the room, another child, spelling log, dictionary;

- Write in the correct spelling.

Repeat this until the target words have been corrected. Are there any patterns in these errors? Is there a strategy that would help us to avoid the same errors in future? (e.g. consonant doubling for short vowels).

**3. Independent and guided writing:** Children repeat the same process for their own writing. Less confident writers can be supported in this process with guided writing sessions.

## Marking

Marking provides the opportunity to see how well individuals understand and apply what has been taught and should always relate to the specific focus for teaching.

**Set clear expectations when children start to write:** Remind them of the strategies, rules and conventions that they can apply. Expectations and marking will reflect the children's cumulative knowledge but the marking should not go beyond what has been taught about spelling. Ensure that the children know what the criteria for success are in this particular piece of work, e.g. *Now that you understand the rules for adding -ed to regular verbs I will expect you to spell these words correctly.*

**Analyse children's errors:** Look closely at the strategies they are using. What does this tell you about their understanding? e.g. 'jump~~t~~' instead of 'jump~~e~~d' - child is using phonological knowledge but does not yet understand about adding -ed to verbs in the past tense.

**Errors should be marked by underlining them or placing sp in the margin, as an indication that you expect the pupil to correct the error and practise or learn the word so that it is not misspelt again. The number of words to be corrected in a piece of writing should be limited to five.**

### Responding to marking

Pupils must be given time to respond to marking by making the correction requested.

1. Look at how you spelt the word and work out where the mistake is. If you are not sure, look in your spelling book. You might find the word there or a pattern or rule that will help you.
2. When you know the correct spelling, write it in. Write it either above the mistake or in the margin using a purple pen.
3. Add it to your spelling card (Key Stage 1) and make sure you don't make the same mistake again.

### Independent writing

#### **Strategies for spelling during writing**

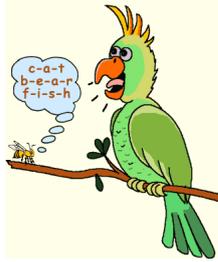
Children need strategies to help them attempt spellings they are not sure of as they are writing, without interrupting the flow of their composition. Children should underline a spelling they are not sure of. Then, at the end of the composition try different strategies before asking for help (Things to do before asking someone).

#### **Spelling Cards (A4 Alphabet Card)**

Record spellings arising from each child's independent writing: these words will be specific to the individual child and be those ones that frequently trip them up as they are writing. They can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell the target words correctly in subsequent work.

## Phonics

Sound out the word.



Split a longer word into syllables.



Put in enough letters to do for now, underline it and come back to it later.

Word Card



What can I do if I get stuck on a spelling?

Dictionary



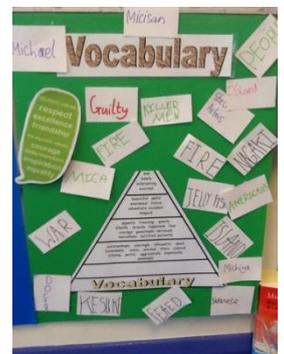
Think about words that sound the same.



Can you use what you know about spelling similar words?



Working wall



<b>Aa</b>	<b>Bb</b>	<b>Cc</b>	<b>Dd</b>
<b>Ee</b>	<b>Ff</b>	<b>Gg</b>	<b>Hh</b>
<b>Ii</b>	<b>Jj</b>	<b>Kk</b>	<b>Ll</b>
<b>Mm</b>	<b>Nn</b>	<b>Oo</b>	<b>Pp</b>
<b>Qq</b>	<b>Rr</b>	<b>Ss</b>	<b>Tt</b>
<b>Uu</b>	<b>Vv</b>	<b>Ww</b>	<b>Xx</b>
<b>Yy</b>	<b>Zz</b>		

# Spelling Programme

The Chacewater spelling programme is a structured whole-school scheme designed to develop pupils' spelling skills and knowledge systematically and progressively. The programme is based on the English Programmes of Study 2014.

This spelling programme should be introduced once pupils have a basic understanding of letter - sound relationships and have completed RWinc Speed Sounds Set 2.

## **Timetabling and organising sessions**

Daily short sessions;

Stage One: Day 1 - **Teach** Introduce, demonstrate and explain new spelling focus.

Home learning: send a list of spellings home, up to 10, with a short explanation as to the spelling focus for this week. Explain that the assessment at the end of the week will include at least five of these words but also words that follow the spelling pattern or rule.

Stage Two: Day 2/ 3 - **Practise** Word sort, word collections, spelling ladders etc

Stage Three: Day 4 - **Apply** Pupils use what they have learnt in a writing activity.

Stage Four: Day 5 - **Assess** Dictation sentence from Teacher's Guide and a spelling test based on the spelling rule/pattern introduced on Monday, at least five of the ten spellings should be from the list sent home on Monday. Errors are to be corrected using 'purple pen' and recorded on personal spelling card. Teacher to note errors and revisit; individually, groups, whole class.

## **Assessment**

Ongoing assessment through daily marking -It should cover both the strategies that have already been introduced and those which are currently being worked on; across all writing not just in English lessons.

Weekly Assessment - Dictation sentences include target words relating to current focus and words introduced previously, to check learning has been retained. Short spelling test of 10 words.

Termly Periodic Assessment -The results of the cloze dictation test will help identify individual or group weaknesses and areas that need to be revisited. Planning and teaching should be adjusted to take account of this assessment.