

## Woolenwick Junior School

### Spelling Policy V2

Policy Name	Spelling policy
Created by	Woolenwick Junior School
Responsibility of	School improvement committee
Reviewed by	Kerri McLay
This Review Date	January 2017
Next Review Due	January 2020
Cycle	3 years
Ratified by committee	3.5.17

#### **Version History**

<u>Version</u>	<u>Amendments</u>	<u>Date</u>	<u>Author</u>
V1	Original document		CH
V2	Amendments	January 2017	KM

**English Coordinator:** Kerri McLay  
**English Governor:** Michelle Upchurch

*'My spelling is wobbly. It's good spelling but it wobbles, and the letters get in the wrong places.'*

Winnie the Pooh by A. A. Milne

In the most effective lessons inspectors noted good links being made with spelling and handwriting...the teaching of writing needs to be more effective and to include a stronger emphasis on spelling and handwriting.

Taken from 'Moving English Forward', Ofsted March 2012 (underlining added)

## Aims of the Policy

To ensure that we:

- have consistent, standard and manageable practices;
- all have a clear understanding of why and how the teaching of spelling can support teaching and learning;
- ensure children are more confident with the 'secretarial' aspects of writing, so they can concentrate on improving the content of their work.
- can work with parents/carers to support children's learning in and out of school.

The implementation of the policy is the responsibility of all staff, overseen by the English Coordinator.

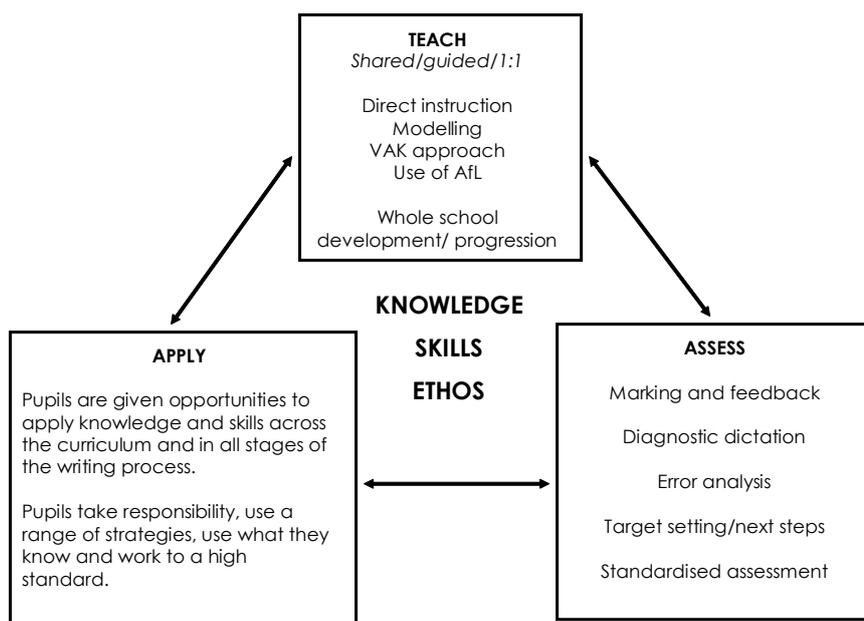
## Expectations

Progression of spelling will follow the attainment stages outlined in the National Curriculum. This will be achieved through the use of the use of 'Read Write Inc spellings' scheme (Ruth Miskin; Oxford University Press; 2014).

## A joined up approach to spelling

**The key purpose of teaching spelling is to support the child in their learning journey.**

The following diagram provides an overview to our approach to the teaching and learning of phonics and spelling.



## **Principles of teaching spelling**

The school follows the **Ruth Miskin, Read Write Inc Spelling scheme** which is a clearly defined and structured programme for the teaching of spelling. The teaching of spelling builds upon the systematic teaching of phonics, to progress to the **etymological, morphological and grammatical rules** of English spelling (see glossary).

“The process of learning to spell is cumulative for most children. Only a few lucky children learn to spell effortlessly without structured teaching. Most need explicit systematic teaching that is continually practiced and reinforced, until spelling knowledge is committed to the childrens long-term memory. The *Read Write Inc. Spelling* programme provides this structured, systematic teaching.” (Ruth Miskin; Oxford University Press; 2014. Page 3).

When delivering the scheme it is important that when sounds are modelled careful attention is paid to pronouncing the sounds correctly. For example, do not add a short ‘u’ to hard consonants; the adult should model ‘b’ not ‘buuh’. The teaching of spelling should also take a **multi-sensory approach**. This is embedded within the **Read Write Inc Spelling scheme**.

## **Grouping and assessment of spelling**

Each fortnight children will sit a short, non-pressurised check of the spelling rule they have been practicing. They will also be tested on the National Curriculum Common Exception words (known as ‘Jumping Red/Orange words’)

Each term all children are assessed with a **single word spelling test**. This information is recorded and filed by class. Children are **grouped for spelling by ability**, although this is always a ‘best fit’ approach.

When **marking written work**, a child should be commended for producing phonically plausible word attempts or using standardised rules, even when misapplied. Not all spelling mistakes will necessarily be identified. Teachers may pick out only key words which the child should know or which have been the focus for teaching during that session (see *marking and constructive feedback policy*).

## **Catch-up work and Special Educational Needs and Disabilities (SEND)**

It may be necessary to take a **step back** with some children as ‘missing’ phonemes are identified, gaps emerge or spellings have been mis-learnt (e.g. waz instead of was). A child may also have difficulty transferring what they have learnt for a single-word spelling test to extended writing, when they are writing in context.

Some children may need additional support by working one-on-one with an adult (usually a teaching assistant). This is often because they are not yet able to confidently **decode** in their reading and so to **encode** in spelling is particularly difficult.

Most people are more accurate at reading words than they are at spelling them. For pupils, the younger they are, the truer this is.

*(National Curriculum for English Key Stages 1 and 2 – Draft)*

For these children specific interventions will be developed to support and accelerate their progression in reading and spelling (see *reading and SEND policies*). These sessions will be well planned, well paced, focus on individual next steps, interactive and informed by ongoing assessment. For some children, external advice from other professionals will inform the content of these sessions.

## **Roles and Responsibilities**

### **Governors**

- to ensure that the school shares, implements and monitors this policy.
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

### **The Headteacher**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning.

### **English, Reading and Inclusion Coordinators**

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy.
- to provide feedback to governors on the effectiveness of this policy.

### **Teachers and Teaching Assistants**

- to implement this policy and follow the identified guidelines.
- to answer children and parent/carers' queries within a timely manner.
- to ensure that spelling sessions are well planned and prepared.
- to provide planning, workbooks etc for scrutiny as required and to act on any feedback given.

## Glossary of terms

### Phonemic knowledge

This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:

- **phonics** (e.g. knowledge about letter and sound correspondence, differences between long and short vowels, the identification, segmentation and blending of phonemes in speech and how these influence spelling);
- **spelling patterns and conventions** (e.g. how the consonant doubles after a short vowel, words with common letter strings but different pronunciations);
- **homophones** (e.g. words with common pronunciations but different spelling: *to*, *two*, *too*).
- **Phonological knowledge**. This relates to:
  - syllables and rhymes;
  - analogy.

### Morphological knowledge

This is the spelling of grammatical units within words (e.g. *horse* = 1 morpheme, *horses* = 2 morphemes). It includes knowledge about:

- **root/base words** – contain one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant*, *table*, *girl*, *day*) and are sometimes referred to as the *stem* or *base* form;
- **compound words** – two root words combined to make a word (e.g. *playground*, *football*);
- **suffixes** – added after root words, changing the meaning and often the spelling of a word (e.g. *beauty* – *beautiful*, *happy* – *happiness*). Some suffixes, called inflectional suffixes (or inflections), modify words to indicate, for example, plurals (e.g. *boy* – *boys*, *fox* – *foxes*) or verb tenses (e.g. *walk* – *walks* – *walking* – *walked*);
- **prefixes** – added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace*, *mistake*).

### Etymological knowledge

- **etymology** (word derivations) – words in the English language come from a range of sources; understanding the origin of words helps pupils' spelling (e.g. *audi* relates to *hearing* – *audible*, *audience*, *audition*).

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Adjacent consonants	Two or more consonants next to each other in a word.	watch, strap
Analogy	Using words they have already learnt to spell other words.	talk, walk, stalk
Blend	The ability to merge individual phonemes together to pronounce a word.	
Compound word	Two root words combined to make a word.	playground, football
Consonant	All letters in the English alphabet which are not vowels.	b c d f g h j k l m n p q r s t v w x y z
CVC word	A word in which the phonemes are a consonant phoneme, a vowel phoneme, a consonant phoneme.	pan, chip, mash,
CCVCC word	A word which is two consonants, vowel and two final consonants.	crisp
Content/lexical words	Words which are not function words.	nouns, verbs, adjectives and most adverbs
Decoding	The process of splitting up a word to read it.	
Digraph	Two letters representing one phoneme.	ay, oi, oo, er, ch, sh
Encoding	The process of putting a sequence of letters together to create a word.	
Function/grammatical words	Words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.	the, a, he, him, she, her, are, is, well, however, yes, OK
Grapheme	A letter or sequence of letters that represent a phoneme.	igh, ee, ch
High frequency words (HFW) Medium frequency words (MFW)	Words which occur most frequently in written material. They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.	and, the, as, it
Homophones	Words which have the same sound as another, but different meaning or different spelling.	read/reed, pair/pare, write/right/rite
Homograph	Words that share the same written form as another word but has a different meaning.	bear (verb) – to support or carry bear (noun) – the animal
Inflected endings	A change to the end of a word to indicate tense, number or other grammatical features.	ed, ing, s, es, est, er, ly

Mnemonics	A way to learn tricky words.	people – people eat orange peel like elephants
Morpheme	The smallest unit of meaning. Suffixes and prefixes are morphemes. <ul style="list-style-type: none"> <li>o Single morpheme</li> <li>o Two morphemes</li> <li>o Three or more morphemes/ multiple morpheme</li> </ul>	house house/s, hous/ing house/keep/ing, un/happi/ness
Phoneme	The smallest unit of sound in a word.	m-a-t, d-i-sh
Plural	A noun which normally has a suffix s and means more than one. There are a few nouns with irregular morphology (e.g. mice, formulae) or irregular meanings.	trees, grounds, children, sheet
Prefix	Added before a root word, and change the meaning but rarely affect the spelling of a word.	replace, mistake
Root word	A root word is a word which does not contain any smaller root words or prefixes or suffixes.	play, compute
Rhyme	A word that corresponds with another in terminal sound.	behold, cold
Segment	The ability to hear individual phonemes in a word.	f-i-sh, kn-igh-t
Split digraph	Two letters representing one phoneme but split within a word.	<u>b</u> ike, ma <u>d</u> e, tu <u>n</u> e
Suffix	Added after root words, changing the meaning and often the spelling of a word.	happy/happiness (adjective/noun), spoon/spoonful (noun/adjective), normal/normalise (adjective/verb)
Syllable	Each beat in a word is a syllable. Words with only one beat are monosyllabic. Words with more than one beat are multisyllabic or polysyllabic. Some syllables may be unstressed.	dog, loaf, bell  beautiful, morning, flower
Tricky words	Many HFW are not phonically regular and are therefore hard to spell. These words are sometimes called tricky words. They often have an abstract meaning.	the, of, as
Trigraph	Three letters representing one phoneme.	<u>n</u> ight, <u>h</u> ear
Vowel	The five letters in the English alphabet which are not consonants (plus sometimes y).	a e i o u (y)

## **Appendix 1 –**

National Curriculum progression in spellings.

<p><b><u>Year 1</u></b></p> <p><b>Spelling (see <u>English Appendix 1</u>)</b></p> <p>Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"><li>❖ words containing each of the 40+ phonemes already taught</li><li>❖ common exception words</li><li>❖ the days of the week</li><li>❖ name the letters of the alphabet:</li><li>❖ naming the letters of the alphabet in order</li><li>❖ using letter names to distinguish between alternative spellings of the same sound</li><li>❖ add prefixes and suffixes:</li><li>❖ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>❖ using the prefix un–</li><li>❖ 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]</li><li>❖ apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u></li><li>❖ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul>
<p><b><u>Year 2</u></b></p> <p><b>Spelling (see <u>English Appendix 1</u>)</b></p> <p>Pupils should be taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"><li>❖ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>❖ 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</li><li>❖ learning to spell common exception words</li><li>❖ learning to spell more words with contracted forms</li><li>❖ learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>❖ distinguishing between homophones and near-homophones</li><li>❖ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li><li>❖ apply spelling rules and guidance, as listed in <u>English Appendix 1</u></li><li>❖ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>
<p><b><u>Year 3 &amp; 4</u></b></p> <p><b>Spelling (see <u>English Appendix 1</u>)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>❖ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>❖ spell further homophones</li><li>❖ spell words that are often misspelt (English Appendix 1)</li><li>❖ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li></ul>

- ❖ 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.

### **Notes and guidance (non-statutory)**

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

### **Year 5 & 6**

#### **Spelling (see English Appendix 1)**

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, as listed in English Appendix 1
- ❖ 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.