

# **FOREST OAK SCHOOL**

## **SPELLING POLICY**



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## FOREST OAK SCHOOL SPELLING POLICY

The act or process of writing words using a system of letters that is conventionally accepted by writers of that language. The English spelling system is alphabetic, and one in which twenty-six characters are used in varying combinations. The ability to spell is an aid to understanding and making meaning.

### Principles

- Spelling matters and accuracy is important to children and adults alike.
- Some pupils develop the ability to spell accurately more quickly and easily than others. It is important to give additional support to those who experience difficulties.
- All pupils need to develop a wide vocabulary, including more complex words, and to develop strategies to spell them.

If pupils are not confident spellers:

- Spelling errors can distract the reader and get in the way of meaning
- Judgements about the quality of a piece of writing are often based on spelling errors and presentation rather than on such important features as content and organisation of material
- Pupils who are not confident spellers often select words they find easy to spell rather than words that exactly express their ideas

### AIMS

~~Our aims are based on the National Curriculum which states that by the end of their compulsory schooling pupils should be able to:~~

- ~~• Spell confidently most of the words they are likely to use frequently in their writing~~
- ~~• Recognise those aspects of English spelling that are systematic~~
- ~~• Make a sensible attempt to spell words they have not seen before~~
- ~~• Check their work for misspellings~~
- ~~• Use a dictionary appropriately~~

**Our aims are based on the Primary National Curriculum KS 1 and 2 Framework which states the following rules and guidance intended to support the teaching of spellings:**

- Students use their knowledge of phonics to underpin spellings after KS1.
- Teachers to draw attention to GPCs in root words that do not fit in with spellings taught so far.
- Students are taught to understand the role of morphology and etymology

- Teachers can help pupils to understand the relationships between meaning and spelling where relevant (EG understanding the relationship between medicine and medical may help pupils to spell the /s/ sound in medicine with a c.)
- Pupils can be helped to spell words with prefixes and suffixes if they understand the principles of adding them.
- Teachers should be familiar with spellings and spelling rules taught in previous years

Our statutory requirements for the teaching of spellings are:

- All letters of the alphabet and the sounds they represent.
- Consonant and vowel digraphs and the sounds they represent.
- The practice of segmenting spoken words into sounds before selecting graphemes to represent the sounds.
- Adding the correct plural ending to a range of nouns and verbs to suit ability. EG words ending in y, o etc
- The learning of a range of homophones and near homophones.
- Adding suffixes beginning with Vowels letters to words with more than one syllable.
- Learning a range of suffixes including ment, ful, less, ly to cian etc to suit ability.
- Adding suffixes including **ing, ed** and comparative adjective endings er est.
- To add prefixes and understand the how they change the meaning of a work. **Un/ in etc**
- The rules regarding the correct use of apostrophes for contraction and possession (including plural where more able).
- Words with silent letters at the beginning.
- Words requiring the use of a hyphen

## GUIDELINES

In pursuit of these aims we practise the following common approaches:

- Students in all key stages are working through sets of phonics sounds based on ability to recognize sounds (which has been base-lined at the start of the year).
- Students are given a select number of words from each sound set weekly and are tested at the end of the week.
- Where progression is shown students will move onto a new set.
- Where students will need to show consolidation of isolated spellings, their next set will be tailored to include these words.
- The whole word approach to spelling (Look, Cover, Write, Check)
- The Accelerated Learning approach
- ~~ELS, ALS and Toe By Toe are used where appropriate to support skills development~~

- Pupils in Key Stages 2 to 4 are issued with word books in which they write correct spellings of words and record useful words to extend their vocabulary
- We encourage pupils to edit drafts of their own and other's work
- We encourage the use of word-processors to help with redrafting of work
- We follow the practice of writing the words out for pupils rather than spelling them out loud, but we also sound out the words for some pupils
- We make positive comments on all attempts that pupils make at writing.
- We promote an interest in words and meanings by teaching pupils close reading skills and writing techniques
- We encourage the display of new words in the classroom
- We encourage the pupils to make use of dictionaries and thesaurus
- We recognise that there is no evidence to suggest that rote learning of decontextualised 'weekly spelling lists' helps pupils to become competent spellers but, encourage the learning of regular spelling patterns
- We acknowledge that the teaching of spelling should take place within the context of the pupils' written work and at a level appropriate to their development.
- The teaching of spelling strategies is part of the English scheme of work but ALL staff should be aware of the policy and implement it when appropriate.
- Time should be allocated both during Literacy lessons and morning ~~and afternoon~~ registration sessions for the teaching of spelling.
- Assessment is to be carried out on a regular basis in order to track progression and inform future target setting and planning

January 2013

### **TEACHING SPELLING POLICY**

- Please ensure that morning registration is teaching time and that a record is kept of how the time is allocated. It should be used to deliver spelling related curriculum.
- If there is insufficient time, please use afternoon registration period. Pupils may be removed from assembly times also for this work
- It is the responsibility of form tutors to make sure that spelling is being covered at these times.

### **PLANNING FOR SPELLING**

- Spellings should be set by ~~the teacher who delivers English to the class.~~ [The staff team within the class](#)
- Spellings should include high frequency and medium frequency words.
- NLS has vocabulary lists sorted by year group. These can be utilized as appropriate
- NLS also has guidance for support for spellings for Years 2-6.

## **SPELLING STRATEGIES/ACTIVITIES**

- ~~Toe by Toe should be delivered daily to those for whom it is suitable.~~
- Look Say Cover Write Check – should be used
- Spellings should be tested on Fridays and a record kept
- Additional activities could include: putting spelling words into sentences, looking for words within words, identifying spelling words in written text, wordsearches, building banks of rhyming words, alphabet and spelling games. ~~Resources can be found in the Curriculum Room.~~
- For pupils who are unable to access spelling, provision should be made during spelling sessions to secure ability to recognize letter sounds and names and to write lower and upper case. Activities might include handwriting tasks, magnetic letter fames, alphabet puzzles.

## **ALS**

- ALS can be delivered during Literacy lessons

### **Spellings – The Accelerated Learning Way!**

Pupils should select one word from their weekly spellings per day to learn using the following technique:

1. Look at the word. Look for

*Words within words*  
*Double letters*  
*Phonic blends*

2. Write the word in **large letters** on plain paper.  
If you can see

*Words within words*  
*Double letters*  
*Phonic blends*

Write them in the came colour, or make them bigger.

3. Hold your *colourful* word just above eye level and look at it for one minute. Try to picture it in your head.
4. Try to spell the word that you have chosen **backwards out loud!** Can you say it to a friend?
5. Cover the word. Try to write it in you spelling book.
6. Now check you have spelt the word correctly – Check you can still spell it without looking tomorrow morning!

### **TEACHER'S GUIDE TO SPELLINGS!**

- Pupils should do *look, say, cover, write, check* every day.
- Pupils should choose one word from own spellings every day, for the Accelerated Learning Method.
- Pupils should begin spelling sessions by writing their Accelerated Learning spelling in their spelling books *without looking* first. Have they remembered it?
- Spellings should be tested on Fridays, in the back of their spelling books.

### **Responsibilities**

#### **English Teacher:**

- Set spellings for Monday mornings and give them to the form tutor.
- Record the results of the spelling tests from the back of the spelling books on their spelling records, in class folder.

#### **Form Tutor:**

- To ensure spellings are being done **EVERY DAY**, in morning registration.
- To ensure that pupils are using the look, say, cover, write, check method and Accelerated Learning Method.
- To ensure that individual spellings are tested **EVERY** Friday.
- To ensure that spelling books are sent to English teacher on **EVERY** Friday.