

Spelling Policy and Scheme of Work



Thorntree Primary School
2016 - 2017

Thorntree Spelling Policy and Scheme of Work

Overview

Spelling lessons take place both individually and through the use of English, which gives English and Writing in particular a special place in the curriculum. Children learn to write for a range of purposes; to communicate meaning to a wide range of audiences. This is reflected in the high priority given to acquiring language skills such as spelling.

Nature of Spelling

Spelling is a developmental process. The stages which children pass as they develop as spellers are as follows:

- pre-communicative;
- semi-phonetic;
- phonetic;
- transitional;
- correct.

Spelling comprises of visual and auditory skills, and children will therefore need to develop visual as well as phonetic knowledge.

Aims

We want children to develop as confident spellers, able to express their ideas creatively and communicate effectively. They should:

- be able to write for a variety of audiences and purposes;
- acquire carefully taught habits of checking their spelling;
- recognise the use of phonic spelling patterns and other polysyllabic patterns;
- be able to check spelling accuracy and word meanings through the use of resources (such as dictionaries, thesauruses and computer spell checkers).

Objectives and Implementation

Phonics and spelling are taught regularly and systematically. In the Foundation Stage and Key Stage 1 teachers use a synthetic phonics approach through the implementation of the 'Read Write Inc.' programme. Once children have a secure understanding of the objectives of this programme, their skills and knowledge are consistently practiced and consolidated through the learning of new high frequency and common words.

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In Lower Key Stage 2 some children may still require regular phonics teaching through the continued use of the 'Read Write Inc.' programme. This takes place during afternoon sessions so that such children still have daily access to English lessons with a holistic focus upon reading and writing (and the full range of skills this encompasses). In Upper Key Stage 2 the 'Fresh Start' component of 'Read Write Inc.' programme is implemented in place of a daily English lesson, due to the fact that it adopts a wider focus in the teaching of the full range of English skills. These approaches are particularly pertinent where spelling is concerned, as children may access phonics for reading but struggle with the spelling of certain words.

'The Model English Curriculum' (produced by the MSTA Working Party) outlines an overview of the end of year objectives in spelling for each year group (or paired year group) in line with the updated 2015 curriculum, in addition to an overview of how these objectives are to be achieved. Teachers will compile their own weekly spelling lists of fifteen words for children to practise and learn so that they continually meet the objectives set out. These lists should be attached to weekly literacy planning and uploaded to the network for scrutiny.

Ongoing Assessment

In Key Stage 1 achievement and progression in spelling will be monitored daily via the introduction and revisiting of phoneme-grapheme correspondences as part of the Read Write Inc. programme, where daily assessments will inform teachers understanding of children's strengths and areas for development.

Achievement and progression in spelling will be monitored weekly in Key Stage 2 by children completing a 'cold test' of their focus words on a Monday, followed by a re-test of these words on a Friday after teaching and practice has taken place throughout the week. Daily monitoring should also take place to determine strengths and areas of development for specific children.

All children will complete an assessment of their spelling age twice over the course of the academic year - in Spring 1 and Summer 2.

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Year 1

Children should be taught:
• words containing each of the 40+ graphemes already taught;
• common exception (tricky, 'red' or 'grotty') words;
• days of the week;
• names of the letters of the alphabet;
• use letter names to distinguish between different representations of the same sound;
• to add prefixes (eg. <i>un</i>) and suffixes (eg. <i>es, ing, ed, er, est</i>);
• to add <i>s</i> or <i>es</i> as a plural marker;
• to write from memory simple sentences dictated to them;
• to apply the simple spelling rules within appendix 1 of the spelling framework.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks	
1	Focus of Autumn 1 Spellings on RWI Programme	Focus of Autumn 2 Spellings on RWI Programme	Focus of Spring 1 Spellings on RWI Programme	Focus of Spring 2 Spellings on RWI Programme	Adding -s and -es as a plural marker	Adding un- where root word is unchanged	
2					Adding -s and -es as a plural marker	Adding un- where root word is unchanged	
3					Adding -ed and -ing to a verb where no change is needed	Adding -er and - est where root word is unchanged	
4					Adding -ed and -ing to a verb where no change is needed	Adding -er and - est where root word is unchanged	
5					Adding -er to a verb to change it into a noun	Adding -s and -es as a plural marker	
6						Adding -ed and -ing to a verb where no change is needed	
7							Consolidation of skills
8							

Word lists and resources specific to Year 1 can be found in the English Folder on the Shared Network.

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Year 2

Children should be taught:

- to segment words into phonemes and represent these with appropriate graphemes;
- to spell common exception (tricky, 'red' or 'grotty') words;
- common homophones and near homophones;
- contracted forms (eg. didn't, can't, it's);
- to add suffixes to longer words (-ment, -less, -ful, -ness, -ly, -tion);
- to write from memory simple sentences dictated to them;
- to apply the simple spelling rules within appendix 1 of the spelling framework.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	'ai' sound spelt 'y' at end of word	Adding -ing, -ed, -er and -est to a range of words	'r' sound spelt 'wr'	Suffix '-ly'	Homophones and near homophones	Contractions
2	Adding -es to nouns and verbs ending in 'y'	's' sound spelt 'c'	Words with 'w'	Suffix '-less'	Homophones and near homophones	Apostrophe for possession
3	Adding -ing, -ed, -er and -est to words ending in 'y'	'n' sound spelt 'kn' and 'gn'	Words with 'w'	Suffix '-ful'	Suffixes '-less' and '-ful'	Suffix '-ment'
4	Adding -ing, -ed, -er and -est to words ending in 'e'	-le, -el, -al and -il at the end of a word	's' sound spelt 'c'	'uh' sound spelt 'o'	'z/sh' sound spelt 's'	Homophones and near homophones
5	-le and -el at the end of a word	'aw' sound spelt 'a' before l or ll	-le, -el, -al and -il at the end of a word	'n' sound spelt 'kn' and 'gn'	Contractions	Suffix '-tion'
6	-al and -il at the end of a word	'uh' sound spelt 'o'	-le, -el, -al and -il at the end of a word	Consolidation of skills		Adding -ing, -ed, -er and -est to a range of words
7	'ge' and 'dge'	Consolidation of skills	Adding -ing, -ed, -er and -est to a range of words			Consolidation of skills
8						

Word lists and resources specific to Year 2 can be found in the English Folder on the Shared Network.

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Year 3

Children should be taught:

- to use further prefixes and suffixes (cf. appendix 1 of the spelling framework);
- to spell further homophones;
- spell words that are often misspelt;
- understand how to place the apostrophe in words with regular and irregular plurals;
- to use a dictionary to check spelling (using the first two or three letters);
- to write from memory simple sentences dictated to them (including taught punctuation);
- to apply the simple spelling rules within appendix 1 of the spelling framework.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	Suffix '-ly' to turn adjective to adverb	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	Words ending with '-sure' and '-ture'	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	Words with regular and irregular plurals	Words with regular and irregular plurals
2	Adding suffixes where final consonant of root word needs doubling (-ing, -ed, -er, -est)	'sh' sound spelt 'ch'	'sh' and 'k' sounds spelt 'ch'	Homophones and near homophones	's' sound spelt 'sc'	Apostrophes with regular and irregular plurals
3		'k' sound spelt 'ch'	Suffix '-tion'	Words ending with '-gue' and '-que'	'uh' sound spelt 'ou' and suffixes '-ous' and '-ously'	Homophones and near homophones
4	'uh' sound spelt 'ou'	Homophones and near homophones	Suffix '-sion' and '-ssion'	Prefix 're-'	Suffix '-ly' to turn adjective to adverb	Words ending with '-gue' and '-que'
5	Suffix '-ous' combined with '-ly' to form adverbs	Words ending with '-sure'	Suffix '-cian'	Prefix 'mis-'	Suffixes '-tion', '-sion', '-ssion' and '-cian'	Prefix 're-'
6	'i' sound spelt 'y'	Words ending with '-ture'	Suffixes '-tion', '-sion', '-ssion' and '-cian'	Consolidation of skills		Prefix 'mis-'
7	's' sound spelt 'sc'	Consolidation of skills				Consolidation of skills
8						

Word lists and resources specific to Year 3/4 can be found in the English Folder on the Shared Network.

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Year 4

Children should be taught:

- to use further prefixes and suffixes (cf. appendix 1 of the spelling framework);
- to spell further homophones;
- spell words that are often misspelt;
- understand how to place the apostrophe in words with regular and irregular plurals;
- to use a dictionary to check spelling (using the first two or three letters);
- to write from memory simple sentences dictated to them (including taught punctuation);
- to apply the simple spelling rules within appendix 1 of the spelling framework.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	Prefix 'dis-'	Homophones and near homophones	Suffixes '-tion', '-sion', '-ssion' and '-cian'	Homophones and near homophones	Apostrophes with regular and irregular plurals
2	Homophones and near homophones	Prefix 'anti-'	Prefix 're-'	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	Prefix 'in-'	Prefixes 'in-', 'im-', 'ir-' and 'il-'
3	Suffixes '-tion', '-sion', '-ssion' and '-cian'	Words with regular and irregular plurals	Prefixes 'mis-' and 'dis-'	Prefix 'sub-'	Prefix 'im-'	Prefix 'inter-'
4	'sh' and 'k' sounds spelt 'ch'	Apostrophes with regular and irregular plurals	Prefix 'anti-'	Prefix 'super-'	Prefix 'ir-'	Prefix 'pre-'
5	Words ending with '-gue' and '-que'	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	Prefix 'auto-'	Combining prefixes and suffixes learnt	Prefix 'il-'	Prefix 'auto-'
6	Prefix 're-'	'uh' sound spelt 'ou' and suffixes '-ous' and '-ously'	Apostrophes with regular and irregular plurals	Consolidation of skills		Suffix '-ation' to change verbs to nouns
7	Prefix 'mis-'	Consolidation of skills	Apostrophes with regular and irregular plurals			Consolidation of skills
8						

Word lists and resources specific to Year 3/4 can be found in the English Folder on the Shared Network.

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Year 5

Children should be taught:

- to use further prefixes and suffixes (cf. appendix 1 of the spelling framework);
- to spell words with silent letters;
- to distinguish between homophones and other words which are often confused;
- to use knowledge of morphology (how words are formed) and etymology (word origins), understanding that some words need to be learnt specifically;
- to use a dictionary to check spelling and meaning of words;
- to use a thesaurus;
- to apply the spelling rules within appendix 1 of the spelling framework.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	Words with '-ough'	Homophones and other words that are confused	Words with '-ant'	Homophones and other words that are confused	Words with '-ant' '-ance' '-ent' and '-ence'	Words with silent letters
2	Words with '-ough'	Words with '-tious'	Words with '-ance'	Apostrophes with regular and irregular plurals	Words with '-ant' '-ance' '-ent' and '-ence'	Apostrophes with regular and irregular plurals
3	Words with silent letters	Words with '-cious'	Words with '-ent'	Words with '-tious' and '-cious'	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	'-cial' and '-tial'
4	Words with '-ei-'	Prefixes 'sub-' and 'super-'	Words with '-ence'	Words with '-ough'	Homophones and other words that are confused	Words with '-ant/-ance/-ancy' and '-ent/-ence/ency'
5	Homophones and other words that are confused	Adding suffixes to words ending in '-fer'	Words with '-ant' '-ance' '-ent' and '-ence'	Words with '-ough'	Words with '-ei-'	Combining prefixes and suffixes learnt
6	Adding suffixes to words ending in '-fer'	Words with '-ei-'	Words with silent letters	Consolidation of skills		Homophones and other words that are confused
7	Prefixes 'in-', 'im-', 'ir-' and 'il-'	Consolidation of skills	Homophones and other words that are confused			Consolidation of skills
8						

Word lists and resources specific to Year 5/6 can be found in the English Folder on the Shared Network.

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Year 6

Children should be taught:
<ul style="list-style-type: none"> to use further prefixes and suffixes (cf. appendix 1 of the spelling framework);
<ul style="list-style-type: none"> to spell words with silent letters;
<ul style="list-style-type: none"> to distinguish between homophones and other words which are often confused;
<ul style="list-style-type: none"> to use knowledge of morphology (how words are formed) and etymology (word origins), understanding that some words need to be learnt specifically;
<ul style="list-style-type: none"> to use a dictionary to check spelling and meaning of words;
<ul style="list-style-type: none"> to use a thesaurus;
<ul style="list-style-type: none"> to apply the spelling rules within appendix 1 of the spelling framework.

Week	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
1	Homophones and other words that are confused	Suffix '-able'	Words with '-tious' and '-cious'	Consolidation of skills	Consolidation of skills	Use of hyphen to join prefixes
2	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	Suffix '-ible'	Words with '-ei-'	Consolidation of skills	SATs Week	Words with '-tious' and '-cious'
3	'-cial' and '-tial'	Apostrophes with regular and irregular plurals	Prefixes 'sub-' and 'super-'	Consolidation of skills	Words with silent letters	Homophones and other words that are confused
4	Words with '-ant/-ance/-ancy' and '-ent/-ence/ency'	Homophones and other words that are confused	Prefixes 'in-', 'im-', 'ir-' and 'il-'	Consolidation of skills	Words with 'ei-'	Apostrophes with regular and irregular plurals
5	Words with '-ant/-ance/-ancy' and '-ent/-ence/ency'	Suffixes '-able' and '-ible'	Suffixes -ing, -ed, -er, -est: doubling /not doubling consonant	Consolidation of skills	Words with '-ant/-ance/-ancy' and '-ent/ence/ency'	Combining prefixes and suffixes learnt
6	Use of hyphen to join prefixes	Suffixes '-able/-ably' and '-ible/-ibly'	Suffixes '-able/-ably' and '-ible/-ibly'	Consolidation of skills		Combining prefixes and suffixes learnt
7	Words with silent letters	Consolidation of skills	Suffixes '-able/-ably' and '-ible/-ibly'			Consolidation of skills
8						

Word lists and resources specific to Year 5/6 can be found in the English Folder on the Shared Network.

Teaching Strategies and Approaches – Lesson Sequence

Spelling needs to be taught – not just tested. A sequence of sessions should be prepared so that children have daily practice of new and tricky words, with the opportunity to consolidate and extend existing understanding.

The following sequence of sessions should be used as a basis for the teaching of all spelling:

<u>Sequence</u>	<u>Aims</u>	<u>Main Focus</u>	<u>Activity Examples</u>
Revisit Explain Use	Secure prior learning Introduce and explain new learning	Emphasis on oral work Explain the purpose of new learning Ensure understanding of meaning	What do we know about...? Oral activities Quick Write
Teach Model Define	Explicit and systematic teaching of skill/rule Direct teaching and modelling to involve the children in new learning	How the pattern or rule works. Define the rule. May need multiple sessions to secure understanding	Whole class or individual practice Sort, Label, Explain Spidergrams Dictionary/Thesaurus
Practise Explore Investigate	Independent work Pair work Small groups Practise and consolidate	Explore the pattern or rule to build familiarity Use of discussion to draw out significance of learning	As above Look, Cover, Say... Simultaneous Oral Spelling
Apply Assess Reflect	Revise new learning Apply the words orally and in writing Reflect/Self-assess Teacher assessment	Moving from activity and exploration towards embedded learning	Give a root word; children to transform Use of dictated sentences

Teaching Strategies and Approaches - Activities

Spelling needs to be taught – not just tested. The following activities should be used regularly so that children have the opportunity to practise, learn and explore.

Quick Write (Initial assessment)

- Identify and illustrate (with several examples) the spelling pattern under focus.
- Set a time limit appropriate to the age/ability of the group.
- Children to write down as many examples of words containing the spelling rule/pattern as they can.
- Collect examples, and discuss the pattern/rule as children share responses (in addition to the word's definition).
- Can children put the word into a sentence orally/in writing?



Simultaneous Oral Spelling (multisensory approach for new/tricky words)

- Provide children with a 2x2 grid.
- Teacher to model new/tricky word on the board in first box (may already be typed) with appropriate discussion, oral spelling and highlighting of new/tricky letter strings.
- Children copy the word directly into the second box, saying the letter names aloud. How did you do? Which part do you need to focus on?
- Covering the top boxes, children now copy the word into the third box (therefore having to rely on memory of the word). How did you do? Which part do you need to focus on?
- In the fourth box, children now write the word a final time with their eyes closed (strengthening memory/recall). How did you do? Which part do you need to focus on?

<u>Step 1</u> Word modelled by teacher.	<u>Step 2</u> Child copies word.
<u>Step 3</u> Child rewrites word from memory.	<u>Step 3</u> Child rewrites word from memory (eyes closed).

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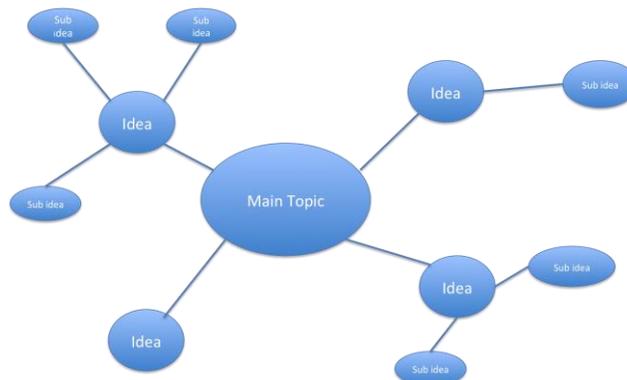
Look, Say, Cover, Write, Check (basic, rote learning approach)

- Requires careful modelling for all children to illustrate importance of looking closely at a word, identifying 'tricky' parts and identifying patterns.
- Can be used across the curriculum for spelling corrections.



Sort, Label, Explain (exploring and investigating words)

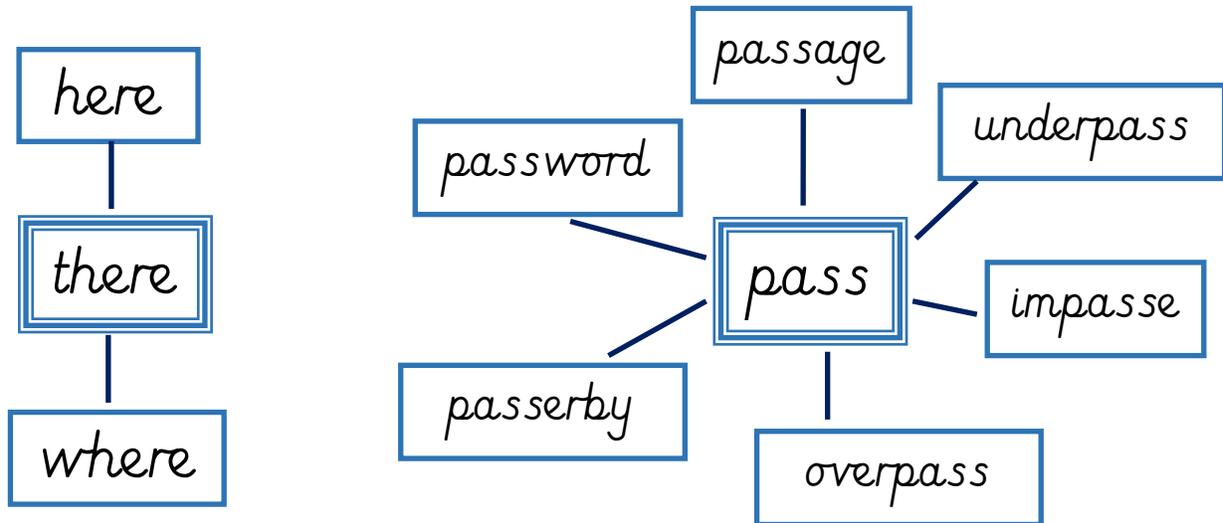
- Provide children with word cards demonstrating a particular spelling pattern or rule, and challenge them to sort the words into different groups according to any patterns/similarities they can identify.
- Once sorted, ask children to label the groups to explain how/why the words have been grouped this way.
- Next, ask children to explain to the rest of the class, another group or the adult they are working with how they came to their decisions in terms of grouping words.
- This could be completed independently or with a scaffold, such as a printed spider diagram.



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Spelling Spidergrams (linking words together)

- Encourage children to make links between words to help them remember spelling rules and patterns.



Alphabetical Order (preparation for dictionary work)

- Provide children with focus words on cards: can children put the words into alphabetical order?
- This becomes increasingly challenging when focusing on prefixes, as children will need to look at the first three, four or five letters in order to successfully order the words.



Dictionary and Thesaurus Work

- Children should be taught how to use dictionaries and thesauri independently and with increasing confidence.
- Children may be asked to make their own mini-dictionary to record definitions of new vocabulary.
- Children may be asked to record synonyms and antonyms of new words for subsequent use.

Teaching Strategies and Approaches - Strategies

Spelling needs to be taught – not just tested. The following strategies should be taught continually so that children can select and apply spelling rules confidently, and when they are unsure a range of appropriate strategies can be accessed.

- Say the rule; listen for the sounds (using phoneme/grapheme correspondences).
- Break the word into syllables; write each syllable using the sounds heard.
- Use the root word as a starting point.
- Use knowledge of common exception words ('red' words; 'grotty' words).
- Use mnemonics to help; are these on display in the classroom?
- Use of analogy; identifying common spelling patterns (eg. If you can spell down, you can also spell clown, frown, brown...).
- Use of a dictionary (ACE dictionaries are provided right across school).
- Use exaggerated pronunciation; emphasise tricky hidden or silent letters.
- Identify words within a word.
- Drawing a picture/diagram to act as a visual prompt.
- Use the prefix or suffix as a starting point.
- Think back to the rules taught in previous spelling and English sessions.

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Gifted and Talented Children

These children are highlighted through both formal and informal assessment and teachers plan work accordingly.

Teacher Role

All teachers are responsible for the planning and teaching of spelling. They follow the Medium Term plans provided by the Literacy Co-ordinator. Teachers need to have a clear understanding of the objectives being taught and to share them with the children.

Teachers should aim to:

- make clear what is expected of the children;
- use the skills learnt in the English and applying them in other subjects;
- encourage the use of phonic strategies in Key Stage 2 for children to make further progress with spelling;
- link spelling work to handwriting practice.

Co-ordinator's Role

The co-ordinator is responsible for raising standards in English and for monitoring teaching and learning across the school. The co-ordinator is available to offer support and help as necessary and to raise staff awareness of new national initiatives.

Governors

Governors are invited in to observe English lessons to see how English is being delivered in Thorntree Primary School. They also receive invitations to any special events that take place (such as book week). Furthermore, governors are informed about any major changes regarding literacy and also receive copies of the policies.

Assessment

Assessment is an ongoing process. Termly formal assessments are made using the National Curriculum levels. A portfolio of children's work is also kept. In the summer term SATs testing and non-statutory SATs take place. In addition to formal assessment teachers are expected to make judgments about progress in writing through the use of regular APP routines.

Children with Special Needs

Children who are experiencing learning difficulties will be identified and placed on the SEN register. An IEP (Individual Education Plan) will be devised and implemented. Outside agencies will be called upon for advice and support.

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Parental Involvement

Parents are consulted about targets set for each child during parent, pupil and teacher consultations. Parent courses are run to help parents support their children. Spellings are incorporated in the children's homework in a variety of ways.

Entitlement/Equal Opportunities

Thorntree School endeavours to ensure that all children have equal access to the curriculum irrespective of race and gender. The school provides learning environments that enable all pupils to make progress and participate fully in activities.

Policy Date Autumn 2015
(Updated December 2015)
Review Date Summer 2015