Spelling Policy

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Type of Policy:	School level policy

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Type of Policy	*Tick* ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

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1. Rationale

At Dudley Infant Academy we firmly believe that good spelling is an essential skill which allows children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

We particularly want children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

2. Aims and Objectives

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings.
- Promote a positive and confident attitude towards spelling
- Help children to use a range of dictionaries and spell checks effectively.
- Help children recognise that spelling is a lifelong skill
- Provide equal opportunities for all pupils to achieve success in spelling

3. Spelling Strategies

The teaching and learning of phonics, through the Little Wandle Revised Letters and Sounds Phonics scheme, underpins all of the spelling strategies taught across the academy.

We endeavour to teach the children a range of spellings strategies in order to appeal to a variety of learning styles. These include:

- The L.S.C.W.C strategy (Look, Say, Cover, Write, Check)
- The use of memory strategies. Including:

  -Identifying syllables in words in order to break words into smaller parts
  -Identifying base words e.g. *smile- smiling- smiled*
  -Analogy- Using words already known to help spell new words e.g. *could would should.*
  - Mnemonics- making up sentences to help remember the spelling of a word.
- Finding words within words
- Making links between the origin of words and their spelling (etymology)
- Using word banks and dictionaries
- Using a spell it check it book
- Learning different spelling patterns and investigating new spelling rules.
- Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling

- The use of ICT resources.

At Dudley Infant Academy we understand that children have different learning needs, therefore throughout the academy children will be offered a wide range of spelling activities to provide a stimulus for all learning styles.
They may take the form of:

- Paired, individual, small group or whole class teaching
- Whiteboard work
- Dictionaries and thesaurus' activities
- Audio visual activities
- Writing experiences through play.
- Word games, word searches, crosswords, puzzles
- Specific homework activities
- Investigative work
- Editing and re- drafting work
- Creating word banks linked to topic work or high frequency words
- Word play activities
- Action rhymes and songs
- Creative work

4. Resources

To enable all children to develop the range of strategies taught classrooms will be well equipped to support the different activities and learning styles. Resources may include:

- Whiteboard and pens, ICT, spelling games. Magnetic letters, word banks (including cross curricular words as well as high frequency words), word cards, thesaurus, dictionaries, picture dictionaries and wall charts.

5. Key Words

In line with the 2014 National Curriculum, it is expected that by the end of Key Stage 1 the children should be able to make phonetically plausible attempts at words using the 40+ phonemes taught, spelling many correctly. They should also be able to spell common exception words. Teachers will set clear expectations for the spelling of key words and will share these with the class. The class will agree on non-negotiable key word spellings which are expected to be spelt correctly in the children's work. These target words may be related to topic words, words which include a particular pattern or taken from National Curriculum high frequency/Common Exception Word lists and will be displayed as a visual resource in

the classroom. Marking will encourage the children to become independent and responsible spellers. All children are encouraged to check their own work and identify words spelt incorrectly, using dictionaries, word banks and peers for support. These strategies are in line with our assessment policy and help children in taking responsibility for their own learning. (See Marking & Feedback and Assessment for Learning Policy).

6. Handwriting and Spelling

Links between handwriting, phonics and spelling are also important. The regular practise of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in their phonics sessions, the children will develop a good motor memory which will aid independent writing and spelling.

7. Home/ Academy links

Dudley Infant Academy recognises that parents and carers have an active part to play in all aspects of their children's learning. All Year 2 children will receive spellings to learn at home on a weekly basis (as per the strategy detailed below) and this will be supported at the academy by a daily activity of Look, Say, Cover, Write, Check (L.S.C.W.C). Children in EYFS and Year 1 will focus on spelling through their daily phonics teaching and will be tested accordingly. Regular monitoring and work scrutiny will take place by teachers and SLT. Weekly spellings will be sent home to learn and the children in Year 2 will be tested each week. Teachers will feed back to the children through regular written or verbal comments and individual targets may be given when appropriate. Through teacher led meetings parents and carers will be informed of the spelling strategies developed at school which may help them when supporting home learning.

8. SEN

Some children may continue to find these spelling strategies difficult to use effectively and will need additional support beyond differentiated classroom activities. Support staff may lead additional multi-sensory spelling activities involving small groups or with individuals. Intervention programmes may also be put in place to support spelling. Class teachers will liaise with the SENCO when considering the specific needs of some children. The SENCO will perform any additional assessments in order to identify specific spelling development areas.

9. Equal Opportunities

All children will have an equal opportunity to work within this policy area. Account will be taken of specific needs and where appropriate support will be accessed through the special needs policy.

10. Curriculum Links

This policy is supported by the range of whole school policies, including Assessment, SEN, Handwriting, Writing and Presentation policies.

11. Monitoring and Evaluation

The monitoring and evaluation of the achievements made in this area of the curriculum is carried out through the guidelines on monitoring and evaluation. These set out how the Principal, SLT and subject leader use a range of strategies to assess the qualities of achievements. Class teachers, however, have a key role in monitoring and evaluating the teaching and learning taking place in their class.

The subject leader will regularly review the English action plan and will work with the SLT to evaluate any relevant areas of the Academy Development Plan when appropriate.

12. Spelling Strategy

EYFS

In line with the Statutory Framework for Early Years, pupils should be taught to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Children's application of spelling will be assessed on an ongoing basis throughout EYFS. There will be no formal spelling tests but corrections to spellings will be made depending on individual circumstances and targets.

YEAR 1

In line with the National Curriculum, 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, as listed in (National Curriculum) English Appendix 1

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

YEAR 2

Children will be issued with ten spellings per week that encompass the phonemes taught that week and the National Curriculum expectations.

In line with the National Curriculum, 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

- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- Apply spelling rules and guidance, as listed in (National Curriculum) English Appendix 1

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

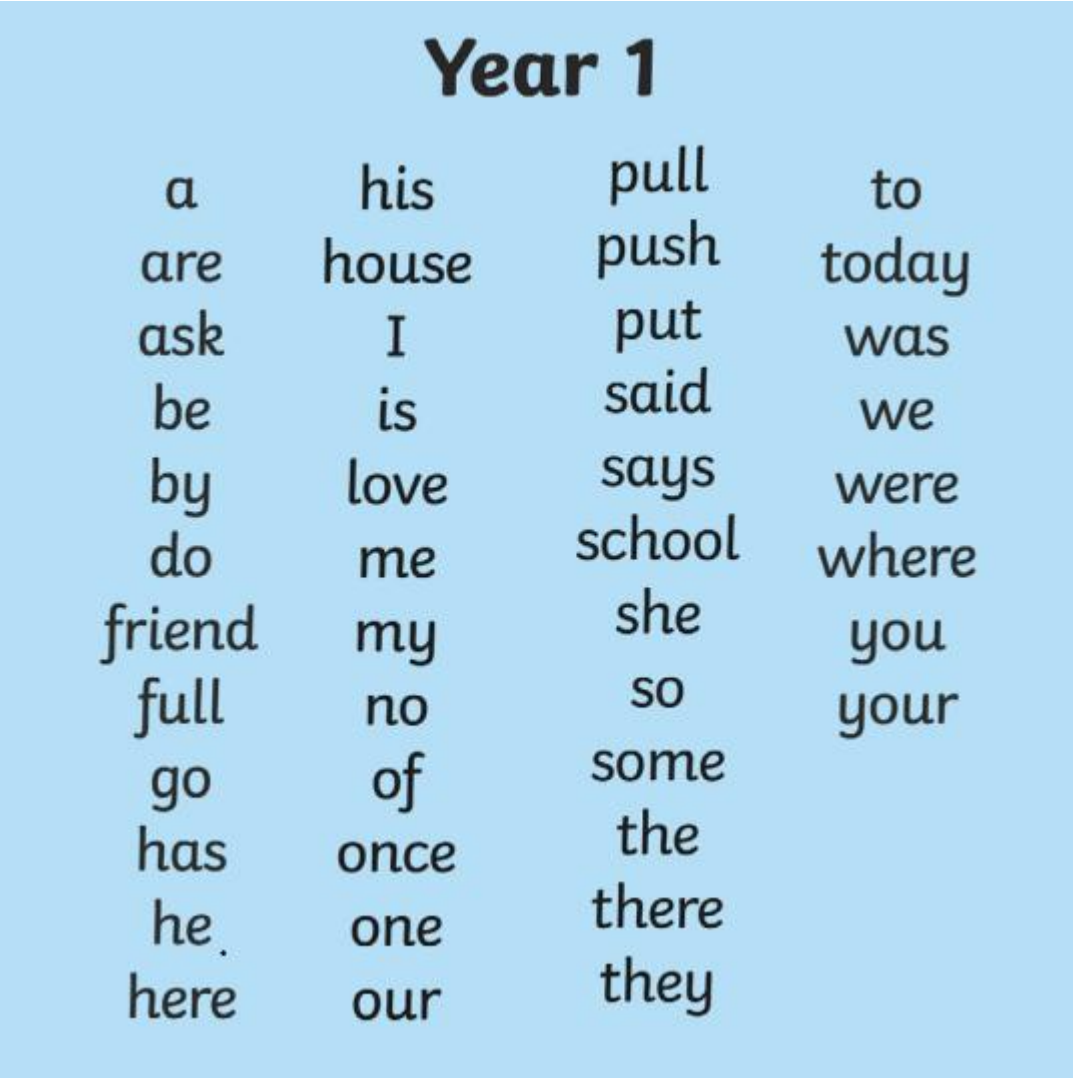
13. LSCWC

All Year 1 & 2 children will undertake a daily Look, Say, Cover, Write, Check activity using Appendix D in order to complement their learning of spellings at home.

14. Home Spellings/Weekly Tests

- All home learning spelling lists will go out on a Friday
- Children will take spellings home in their blue ***Home Spelling Book*** (lists to be stuck in)
- Children will have another blue ***Spelling Test*** book held at the academy
- Spelling tests will be delivered towards the end of the week and highlighted on individual class timetables.
- Spelling test results are to be written in ***Home Spelling Books***

15. Appendix A: Year 1 Common Exception Words



16. Appendix B: Year 2 Common Exception Words



17. Appendix C: Grapheme List

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d	duck	Put your tongue to the top and front of your mouth and make a quick **d** sound **d d d**	Round the duck's body, up to its head and down to its feet.
g	goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the **g** sound **g g g**	Round the goat's *face*, up to his *ear*, down and curl under his chin.
o	octopus	Make your mouth into round shape and say **o o o**	All around the octopus.
c	cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say **c c c**	Curl around the cat.
k	kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say **k k k**	Down the kite, up and across, back and down to the corner.
ck	sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say **c c c**	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. **Catchphrase:** Rock that sock!
e	elephant	Open your mouth wide and say **e e e**	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S s	 snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the **a** sound at the back of your mouth **a a a**	Around the astronaut's helmet and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press **t t t**	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together, push them open and say **p p p**	Down the penguin's back, up and around its head.
i i	 iguana	Pull your lips back and make the **i** sound at the back of your mouth **i i i**	Down the iguana's body, then draw a dot [on the leaf] at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down the stick, up and over the net.
m m	 mouse	Put your lips together and make the **mmmmm** sound **mmmmm**	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
qu qu	 queen	Pucker your mouth, then open it as you say **qu qu qu**	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say **ch ch ch**	ch Chew the cherries, children.
sh sh	 shells	Show me your teeth and push the air out **shshshshsh shshshshsh**	sh Share the shells.
th th	 thumb	**Voiced:** Tongue on your teeth, teeth almost closed to make a 'buzzing' **th th th** **Unvoiced:** Tongue on your teeth; push the air out **th th th**	th Thumbs up, we're having fun.
ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say **ng ng ng**	ng Bling on a ring.
nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say **ngk ngk ngk**	nk I think I am pink.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing **vvvvv vvvvv**	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say **w w w**	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open, then push the **cs**/**x** sound through as you close your mouth **cs cs cs** (**x x x**)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y	 yoyo	Smile, tongue to the top of your mouth, say **y** without opening your mouth **yyy**	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the **z** sound **zzzzz zzzzz**	Zip across, zag down and across the zebra.

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo
 march in the dark	ar	 born with a horn	or
 curl the fur	ur	 wow owl	ow
 boing boing	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er

18. Appendix D – Look, Say, Cover, Write, Check worksheet

DUDLEY INFANT ACADEMY

Look, Say, Cover, Write, Check

Spelling pattern:

Spellings	1	2	3	4	5

Now try putting each one of these words into a sentence. Remember to use capital letters, finger spaces and punctuation.