

Kelvedon Hatch Community Primary School

Spelling Policy



SPELLING POLICY FOR KELVEDON HATCH COMMUNITY PRIMARY SCHOOL

APPROVED BY GOVERNORS March 2017

POLICY TO BE REVIEWED March 2020

At Kelvedon Hatch Community Primary School, we believe that children learn best through repetition set within learning based on investigation. When we introduce a new grapheme (a letter / letters that represent a sound), the children learn to use it in the context of a word. When ready, children learn that sound phonemes (letter sounds) have several grapheme options (several spellings). For example, the 'a' sound in aim can be spelt ai(aim)/ a_e (make)/ a (table) / ay (day). As children progress, they will be taught rules, such as doubling consonants when adding 'ing' after short vowel sounds (swim - swimming) etc.

A Mastery approach to spelling

We base the the content of spelling lessons on Appendix A of the National Curriculum. Traditionally, schools may teach a rule / spelling pattern just once but this is difficult for children to retain. At KHCPS, we teach a rule / spelling pattern explicitly for a week, then revise it for two further weeks. As part of a two year cycle, the rule / spelling pattern would then be revised again the following year a further three times, resulting in a child explicitly revisiting a learnt concept at least six times in a two year block. You will notice in the attached National Curriculum Appendix A that complex patterns and rules are covered by the end of KS2 so it is imperative that they are revisited, consolidated and ,mastered in order for children to transfer knowledge of spelling into their own writing.

'Tricky' words

In addition to introducing rules and spelling patterns, we also teach words that are not phonetically spelt and are exceptions to taught rules. These simply have to be learnt by investigating the word and through frequent testing. An effective method is to highlight the 'tricky' parts / unexpected letters within the word.

Parents and teachers should ask children to write the word, asking them to then compare their attempt against the correct version. This process focusses the child on the letter /s they need to remember next time and reassures them of what they can do and what letters they can remember. It is imperative that children feel they are good at spelling as, after all, we all like to spend more time exploring skills we are told we are good at. Regular reading will also improve children's spellings, especially when children are encouraged to stop and look at new words carefully, again, looking for unexpected patterns / letters. Children are expected to practise spellings every day at home.

Teachers and adults in classrooms ensure that spelling has a high priority through challenging children to re-draft spellings that are inaccurate (using resources in the classroom) then comparing these attempts to correct spellings, underlining the letters they need to remember next time but, importantly, being praised for the letters they have spelt correctly.

Format of Spelling in EYFS and KS1

Whole class teaching is generally based around the bug club IWB plan

Revisit and Review	<ol style="list-style-type: none">1. Quick revision of all letter sounds learned so far (<i>flashcards, frieze, IWB</i>)2. Quick revision of HfWs (non-decodable) 'tricky words'3. Oral blending cards (my turn, your turn (MTYT) then just children): sing the sounds together then read the words.4. Oral segmentation cards (MTYT then just children): say the word, sing it, each sound (not letter) on each finger.5. Speed writing (segment orally then write on whiteboards).
Teach	<ul style="list-style-type: none">· Introduce new sound and teach action (refer to JP actions)· Draw it in the air / sand/ glitter / on partner's back etc / put 'p' post-its around room etc. Use playdough, feely letters etc.· Orally blend words (<i>talk in sound talk</i>)· Blend written words (<i>use of sound buttons</i>)· Orally segment words (written) - one sound on each finger
Practise	<ul style="list-style-type: none">· Practise letter formation on whiteboards· Segment to spell 'p' words on whiteboards (<i>doesn't always have to be at the start, "Where is the 'p' in cap?" Use phoneme frames</i>)· Write row of 'p' in books.· Write 'p' words in books
Apply	<ul style="list-style-type: none">· Read or write 'p' caption or sentence in books (from memory of model - not copying). Can be dictated or their own ideas, including a 'tricky word'.· Consolidate with a game.

Year 1 and 2 have spelling tests every Friday (high frequency words)

Format of Spelling Lessons in KS2

Monday	<ol style="list-style-type: none">1. Revisit2. Teach	<ol style="list-style-type: none">1. Speed write words using previously taught digraphs / trigraphs / spelling rules - one word for each rule ; 4 different rules. Teacher shows correct version; children correct their version, making note of error for next time). Children use whiteboards2. Teach new spelling grapheme / rule and model practice task
Tuesday	<ol style="list-style-type: none">1. Revisit2. Teach3. Practice	<ol style="list-style-type: none">1. Speed write words using previously taught digraphs / trigraphs / spelling rules - one word for each rule ; 4 different rules2. Model practice task3. Sort words into columns (according to rule) / children write sentence explaining rule and provide examples / children create posters explaining rule (different coloured felt pens etc.)
Wednesday		PPA afternoon
Thursday	<ol style="list-style-type: none">1. Revisit2. Teach3. Practice	<ol style="list-style-type: none">1. Speed write words using previously taught digraphs / trigraphs / spelling rules - one word for each rule ; 4 different rules2. Model practice task3. Dictation (single words) on whiteboards
Friday	<ol style="list-style-type: none">1. Revisit2. Teach3. Practice	<ol style="list-style-type: none">1. Dictation test (whole sentences) in books using words from taught skills.2. Dictation in books testing HfWs.

Lessons are differentiated through resources and adult support. Children working significantly below age-related expectations are taught in a separate group.

Children just below age-related expectation still access age-related scheme but also receive additional intervention (to address gaps in skills and knowledge).

Spelling is discussed continually throughout the day in a positive way so children view themselves as 'good spellers'.

Children are encouraged to self-correct (using displayed spelling rules / patterns); teacher will then underline the incorrect part and ask the child to use a dictionary / resources to correct.