

Glenthorne Community Primary School



Spelling Policy, Guidance and Strategies

Developing the teaching of spelling

Policy

Implementation of whole-school policy and approach for direct and indirect teaching of spellings.

Consistent approach across year groups and phases.

Parental involvement

Spellings homework set regularly.

Guidance for parents available to support the home learning of spellings.

Planning and assessment

Teachers plan for vocabulary and spelling development through English units. Discrete opportunities to discuss new vocabulary and opportunities for pupils to use new words with correct spellings.

Weekly focus spellings follow the school Spelling Overview, which is in line with National Curriculum expectations.

Weekly spellings are tested.

Age appropriate spellings are tested through termly GPS tests.

Teaching and Learning

Promotion of the use of dictionaries, thesauruses and word logs to support and extend the range of words used within the lesson. Time to explore new vocabulary. Discussion of the etymology and morphology of new words. Demonstration of how new and different words can be derived from new vocabulary learnt. specific spelling strategies to develop spelling skills modelled and explored.

Classroom environment

New vocabulary is shared on class displays. Year group spellings are shared on either class displays or available as support resources.

Topical vocabulary is displayed around classrooms to support vocabulary development and spellings.

At Glenthorne Community Primary School, we teach and practise spellings in a variety of ways. We aim for all pupils to have access and be exposed to age appropriate spellings, whilst also focusing on individual spelling targets. We believe that fast and accurate spellings of an extensive vocabulary is vital to writing fluency. Teachers plan approaches that support children's vocabulary development and spelling of individual words. Phonics is used as a foundation for effective spelling, alongside the teaching and practising of word patterns, such as morphemes and exception words.

Discrete teaching of spellings

- Opportunities to explore and investigate spelling patterns.
- Shared writing and reading.
- Modelled writing.
- Spelling interventions.
- Use of dictionaries and thesauruses.
- Teaching of spelling rules.
- Spelling through home learning.

Indiscrete teaching of spellings

- Spelling errors highlighted to children.
- Misspelt words recorded in word logs.
- Spelling strategies applied when carrying out modelled writing.
- Proof-reading and editing is modelled.
- Peer editing and support of spellings.

Spelling Tests and Spelling Homework

Each week, spellings will be set for each year group. These will be set on the allocated day for the year group, which will have been shared with parents.

Children will generally have ten spellings to learn weekly, however there may be less spellings for younger pupils or children with additional learning needs.

The weekly focus spellings follow the school Spelling Overview, which is in line with National Curriculum expectations. (See Appendix 1).

Spelling tests will occur weekly. Tests will be completed in individual spelling books. These will be sent home weekly so that parents can see their child's spelling result. New spellings will also be added weekly to children's spelling books.

Year group spellings will be added to Class Dojo for parents reference.

Spelling scores will be recorded by teachers in their mark book, however these scores do not need to be shared with the class. All children will have the option to keep their score private if they request this.

House points and class rewards will be awarded to children who have achieved target spelling scores (this could be a mixture of high marks as well as improvements).

Adjustments and Adaptations

For some children, there will be certain focus spellings highlighted. The amount of these will vary on individual children's needs.

The highlighted year group spellings will be the ones tested for this child.

Individual pupils may also have additional spellings such as 'High Frequency Words' or previous year group spellings. This is to allow pupils to focus on their individual spelling targets, whilst also being exposed to age appropriate words.

Where there is a specific learning need, such as Dyslexia or Hypermobility, further adjustments may be made if needed. For example, a transcribe after the spelling test.

Age appropriate spellings should be on display or on a used resource within the classroom. HFW lists should be available to children who required these.

Spelling rules and spellings linked to Phonics

Each week, spellings will focus on specific Phonics sounds or spelling rules. These will be taught to children within their spelling sessions and reference throughout daily teaching.

Spelling rules can be found on the 'Spelling Overview'.

Spelling corrections

When written work is marked, some spelling errors will be identified. These will mainly be words that are age specific spellings, ones with taught prefixes or suffixes or words which should have been learnt in previous year groups. These words will be written out three times and added to word logs.

For some misspelt words 'sp' will be next to the word/in the margin. These words need to be found in the dictionary, written out three times and added to word logs.

If a word is misspelt numerous times, by multiple pupils, this should be addressed as a whole class or group. The spelling should be taught in a variety of ways e.g chanting, sayings to support spelling, making word with word tiles, etc.

When focusing on a particular word, if a child has the majority of a word correctly spelt, the correct sections should be ticked, so that the child is aware of the letters they have placed correctly.

How parents can support spelling at home

- Recognise that children are aiming to improve their individual scores rather than competing with classmates
- Practise weekly spellings throughout the week
- Ensure spelling books are returned to school on 'Spelling Test' day

- Use spelling games to support correct spellings
- Try to include age appropriate spellings as part of Talk for Write homework
- Support pupils with remembering difficult spellings through the use of chanting, memoire aids, etc.
- Encourage children to hear the sounds in words to aid spellings

Helping through games and play

- Noticing language around you - making up words from letters on number plates, noticing words that are deliberately misspelt by newspapers, advertisers and shop keepers (Krispy Kreme donuts), or not deliberately!
- Play games such as hangman, crosswords, word searches, jumbled words and anagrams.
- Play commercial games like Scrabble, Boggle, Pass the bomb.
- Learn about etymology (word derivations). Find out where oddly spelt words come from (where did the 'ph' sound come from? So what kinds of words use these letters?) If your child is keen, create word webs to explore how morphemes - the chunks of meaning in words - jigsaw together to create word families.
- Look at word roots (e.g. two is a number like twelve and twenty)
- Explore word families (e.g. would, could, should) and spelling rules (e.g. writing, written)

Some useful methods to support children's investigations and learning of spellings are outlined below: