

CLEE HILL COMMUNITY ACADEMY SPELLING and PHONICS

POLICY

Written February 2018

Reviewed February 2021

Introduction

We want all children at Clee Hill Academy to develop as confident, independent spellers. The school's approach to spelling will be applied in all cross-curricular work. To become successful spellers, pupils need to be taught in a fun, motivating and interactive manner using a wide variety of activities. Opportunities for consolidation need to be afforded on a daily basis and should include the promotion of collaborative learning.

'Good spelling instruction must give you the power to spell words to have never seen before.'

Aims

At Clee Hill Academy our aim is to create an environment that allows children to develop the ability to learn spelling rules, making use of and applying this learning throughout the curriculum. The key to our whole approach is fostering an environment where children feel comfortable to: try out unknown spellings before committing themselves to a final version; draw on the learning strategies devised by peers as well as teachers; develop confidence in using available resources such as dictionaries, 'Have a Go' books and computer spell checks effectively.

Resources

Children should become actively involved in their own spelling development. Children need to investigate and generate rules and patterns for themselves through planned activities. In investigating words for themselves children begin to construct patterns and generate rules. Instead of having an isolated bank of words that they may or may not remember they develop an understanding of the way words work and begin to develop knowledge of a range of rules.

We use:

Within this school we use various spelling resources including; Letters and Sounds from Nursery to year 2 and Babcock No-nonsense spelling in years 3 -6. We have fluidity within school and a child does not move to the next phase until they are secure in the previous phase. We make effective use of our resources by ensuring that the activities we use are multi-sensory based on four key learning styles.

- **Visual** - remembering common patterns; writing words down to check if they look right. Looking for words within words.
- **Aural and oral** - hearing and pronouncing words, emphasising or exaggerating pronunciation to aid learning (e.g. Wed-nes-day) breaking words into syllables or phonemes. Kinaesthetic - writing common patterns; tracing over words; sky writing as you say each letter; getting the feel of common handwriting joins.

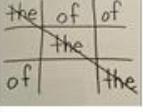
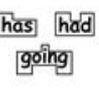
- **Cognitive** – knowing rules, conventions, possible and impossible combinations; identifying word roots, suffixes and prefixes; using knowledge of grammar and using mnemonics

Children who struggle with spelling usually have **no strategies** up their sleeve when they get stuck on a word. Ask any weak spellers the question, ‘what do you do when you cannot spell a word’. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to **acquire a range of different approaches to help them**.

Pie Corbett

By experiencing a multi-sensory teaching approach, children who learn in different ways have every chance of developing their ability to spell. Good spellers use a range of strategies. We also emphasise the important link between handwriting and spelling. Regular practice of handwriting helps to consolidate the learning of common letter strings.

Strategies to learn spellings

Spelling scribble 	Neighbours and opposites 	Swapped words 
Pyramid writing 	Make flashcards 	Quick write How many times can you write the word correctly and neatly in one minute? 
Backward writing 	Online games http://www.aaaagell.com/1126/256236/1456236A/ 	Alphabetical order Put the words in alphabetical order. cat dog ball ant egg frog _____ _____ _____
Square spelling 	Mnemonics Make up a rhyme to learn the spelling. 	Silly sentences Use each of your words in a silly sentence. Underline your spelling words. My old <u>was</u> <u>pink</u> <u>shoppers</u> and <u>the</u> <u>pink</u> .

Implementation

The teaching of spelling can be broken down into the following three main areas:

Systematic Approach

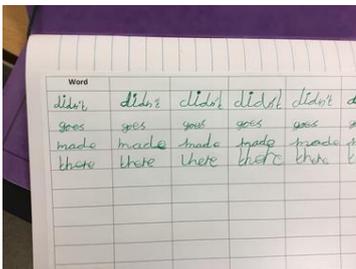
Pupils, throughout the school, should be taught to spell using a systematic approach. By following a programme, the pupils can work progressively and in ability groups. Spelling can be differentiated in both difficulty and also through the number of words to be learned. Pupils should be afforded opportunities to practise them collaboratively and through a wide variety of interactive activities.

Common Words (High Frequency)

The teaching and learning of common words should be given a high priority in all classes as they make up a significant percentage of all written work. The progression is mainly in the amount of words that are introduced so teachers may wish to teach them as a whole class rather than in ability groups. This affords more opportunities to practise them either as a class, in a group or in pairs to ensure they are fully embedded.

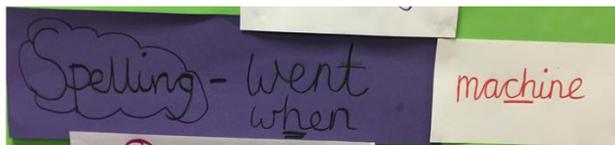
Writing / Spelling connection

It is vital that pupils are given opportunities to learn the words that they have misspelled in their own writing. The teacher may choose to highlight a few of these words in pink for the pupils to correct using their 'have a go' spelling books and these can then be learned. The children will practise these words using a look, cover, write, check sheet.



This then becomes a tailor made, individual learning task which is matched exactly to their needs. However, it is still possible and beneficial to use collaborative activities to support this learning. Pupils could work in pairs to help each other to practise and learn their words.

After a writing lesson, the class teacher could also note any key words which are appearing as misspelled words from more than one pupil. These words could be the focus of a direct teaching session during the following week and added to the working wall.



As we still wish to encourage pupils to write freely, it is recommended that the writing and spelling connection is made regularly but not through every piece of writing.

'HAVE A GO'

Simply by training our pupils to say 'Is this how you spell...?' rather than 'how do you spell...?', we are teaching them to use the spelling strategies that have been taught, for example, sounds like another word, breaking it into syllables etc.

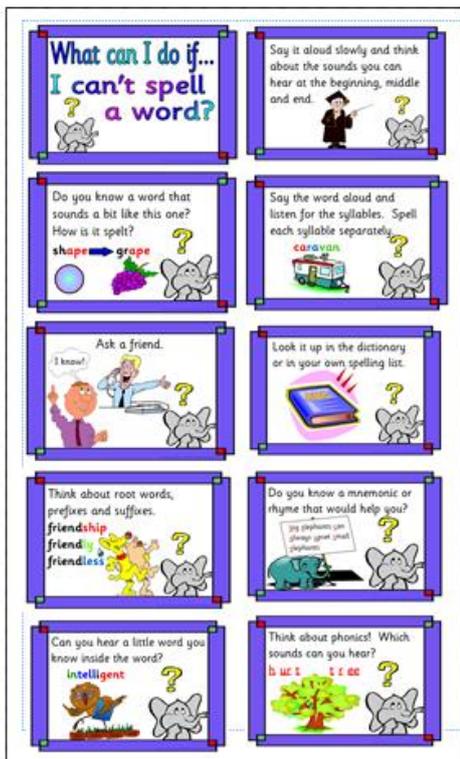
They are learning the skill of 'does it look right'. This is the strategy that most adults use before they reach for a dictionary. We need to teach them this skill and also help them to understand that a dictionary is not the first port of call.

Pupils can use their 'have a go' spelling books to try a word out and then an adult, if it is incorrect, will talk through any misconceptions e.g. you need an alternative phoneme, discuss spelling rules

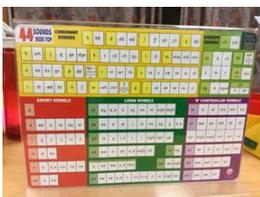
'Have a go' will be a particularly useful skill in younger children as they may want help with almost every word they write. By immediately asking the teacher for help, the writing process is slowed considerably for pupils. We need to help them build up their confidence in their own ability to use the knowledge they have already.

'Have a go' helps pupils to learn how to spell copying from a 'word book' or teacher's writing rarely does.

Spelling prompts



Children have access to spelling prompts in the front of their spelling journals to encourage them to use strategies learnt to 'have a go'.



Spelling prompts showing different phonemes are available on tables.

Non-negotiables

- We will never tell a child how to spell a word
- Children will 'have a go'
- Spelling will be taught daily
- Children will be encouraged to use spelling prompts to apply learnt strategies