

## **Burrowmoor Primary Spelling**

**Date of policy: June 2020**

**Review of policy: June 2021**

**Responsibility of: Rebecca Watson**

### **Intent**

At Burrowmoor Primary, our aim is for every child to become a confident and skilled writer so that they can write clearly and accurately for a range of purposes with increasing proficiency. In order for this aim to be fulfilled, it is essential that our children learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We intend for our children to be equipped with a range of strategies for learning spelling, to be able to apply their strategies when spelling words in their independent writing and to enjoy exploring and investigating the patterns and contradictions of the English language. We encourage them to take delight in what they discover.

### **Implementation:**

English is a complex language which requires children to learn a range of strategies to spell. Children learn in different ways so there is no blueprint for teaching children to spell. However, in order to spell properly, children need to be able to speak clearly. Poor articulation and mispronunciation must be tackled by all adults sensitively.

In order to spell, children need to understand the principles underpinning word construction:

- **Phonemic**
- **Morphemic**
- **Etymological**

Within each one, there are a number of techniques and strategies that the children can be taught to learn how to spell words. Children need to use graphic (i.e. visual) strategies as well as drawing on these bodies of knowledge. This can be linked to the 'word recognition' strand of the simple view of reading which is 'phonic and graphic knowledge.'

The implications of this, for teachers of spelling, may seem daunting but 85% of the English spelling system is predictable. The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling.

All of this is encompassed within the No-Nonsense Spelling scheme of work which the school uses.

### **Reception and Year 1**

Please see the separate Phonics policy.

### **Year 2**

In Year 2, the children participate in daily phonics lesson (phase 6) and/or five sessions a week using the *No-Nonsense Spelling* scheme. The children are taught the age related spelling content using a published scheme 'No-Nonsense Spelling'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

### **Year 3 to Year 6**

The children participate in two or three spellings sessions a week according to the No-Nonsense Spelling scheme schedule.

**A typical learning sequence is as follows:**

**Revise**

Activate prior knowledge  
Revisit previous linked learning

**Teach**

Introduce the new concept  
Explain  
Investigate  
Model

**Practise**

Individual/group work  
Extend/explore the concept independently  
Investigate  
Generalise

**Apply/Assess**

Assess through independent application  
Explain and demonstrate understanding

**Strategies for Learning Spellings**

Within the lessons, the particular focus for teaching spelling is identified, followed by suggested teaching strategies. By integrating activities for handwriting, ensures that the spelling activities incorporate that kinaesthetic learning is secured. Children need to acquire the physical memory of the spelling pattern as well as the visual. It is important that the children are encouraged to learn the spellings and the rules or techniques to help the children to learn them. The following strategies listed below are introduced through the 'No Nonsense Spelling' programme and can be used to support the children's spelling across school and at home.

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables

**Applying the Learning**

The children are taught a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go' sheet
- Spelling journals
- Dictionaries
- Spelling mats with the year 1 and 2, year 3 and 4, and year 5 and 6 statutory words that children need to know how to spell and use in their written work.

### **Classroom Environment**

Each classroom has a spelling display containing spelling strategy posters to help the children when they are finding a word difficult to spell, the current word list and spelling rules and patterns that they have learnt in previous sessions.

### **Marking and Feedback**

When marking work, spelling of non-negotiable words (statutory words, common exception words) will be highlighted. When responding to marking, children will find the correct spelling and practise this. Any common mistakes are addressed and picked up in the next lesson either whole class, in small groups or individually.

### **Assessment**

Children's learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if children have learnt the key concept taught. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

### **Parental Involvement**

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling.

In order to ensure success and enable deeper learning, we give our children words every week to learn at home. We encourage our pupils to spend some time every day learning these spellings. Spelling homework should reflect the strategies being used in the classroom.

### **Impact**

The impact of our spelling curriculum will be measured through:

- Pupil voice/confidence
- Weekly spelling tests
- Termly assessment scores
- Feedback from children's work across the curriculum
- External assessments (SATs and Phonics Screening Check in Year 1)
- Within children's writing across the curriculum.

Children will leave Burrowmoor Primary School being able to effectively apply spelling rules and patterns that they have been taught.