

**Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.**

**Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.**

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At the Federation, we believe that a positive, collaborative and pupil-led approach to spelling will encourage and motivate children to engage in a learning journey that involves exploring words and vocabulary, enabling them to recognise both how integral accurate spelling is to the writing process, and their achievements in spelling.

By teaching pupils to use specific strategies for spelling words, we equip children with independence and the ability to investigate and overcome spelling problems, view spelling errors as diagnostic and developmental signposts and become more confident writers.

The National Curriculum describes two distinct dimensions within the programme of study for writing: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is essential that pupils' competence in both areas is developed.

Higher level skills required for effective composition can be challenged when writers must think too hard about how to spell. Successful writing depends on the automatic deployment of spelling so that the writer is able to focus on the generation of ideas, effective word selection and the needs of the audience, and how these elements can be organised in the process of writing.

**Aims:**

To help our pupils develop as confident and successful spellers we:

- Teach spelling systematically throughout the school
- Teach active, collaborative and pupil-led approaches to learning strategies and rules which support accurate spelling and which encourage children to be independent learners and problem-solvers, and to accept responsibility for their own learning
- Develop positive attitudes to spelling as pupils engage in challenging and motivational tasks
- Teach phonological awareness, word recognition, graphic knowledge and spelling knowledge.
- Encourage children to develop and learn a personalised bank of High Frequency Words and words indicated in the English National Curriculum for each year group
- Provide a stimulating, high quality learning environment to support the effective use of strategies for spelling, as well as the development of a rich bank of vocabulary to spell accurately in writing

## EYFS

- Daily, children in the Early Years Foundation Stage are taught to read and spell through phonics (grapheme – phoneme correspondences-GPCs), following the 'Letters and Sounds' phonics programme
- Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting
- There is a systematic and multi-sensory approach to teaching this system of relationships between letters and sounds
- Children are taught how to recognise the sounds that each individual letter makes using Jolly Phonics actions to accompany the new sound that pupils are being taught
- Children are taught to segment words by identifying the sounds (phonemes) that different combinations of letters (graphemes) make and blending these phonemes together from left to right to read a word. In order to spell a word, children then use their knowledge of grapheme – phoneme correspondences to work out which graphemes represent those phonemes, writing those graphemes down in the right order
- By the end of the Foundation year, children will have learned at least one way of spelling each of the 44 phonemes used in the English language. Alongside the teaching of phonics is the teaching of words which are not phonetically regular (often referred to as 'tricky words' and 'high frequency words'). Children are taught to recognise these on sight. Children are encouraged to see themselves as writers from an early stage and to 'have a go' at writing, using the sounds they can hear in a word
- Children in the Foundation Stage learn to spell through direct teaching sessions; the teaching of phonics feeds directly into the teaching of writing where the teacher models spelling strategies and the application of spelling in writing; children are then able to practise and apply their growing knowledge of word recognition in order to spell CVC words, extending to multi-syllabic words
- The environment is rich in print, including a writing table which provides children with prompts and the opportunity to see themselves as writers, practising their growing knowledge and skills independently. In addition, children have access to word cards and flashcards with pictures and words to support learning

## Year 1

- 'Letters and Sounds' continues throughout Year 1. Children build on their work in the Early Years Foundation Stage, learning new GPCs and revising and consolidating those learnt earlier
- Children's understanding that letters on the page represent the phonemes in spoken words continues to underpin spelling. Pupils learn that there is more than one way of spelling particular phonemes and begin to select the right graphemes in order to spell new words.
- In addition, children learn how to spell a number of sight words, high frequency words and common exception words as listed in Letters and Sounds and The National Curriculum, to enable them to write fluently
- The children have two phonics sessions each day, the second session re-enforces or extends the first session, as appropriate. Teacher's modelling during the writing process plays an important part in enabling pupils to apply their spelling in writing, as does 'catching in the moment' (immediate feedback or further teaching at the point of writing in order to address barriers)

- A sequential approach to the teaching of spelling enables children to build their skills in identifying a letter pattern discreetly, then within a word and finally, within a sentence. They then practise and apply this learning, working with a learning partner, within small groups and independently. A sequential approach follows:

***Introduction***



***Objectives and criteria for success***



***Revisit and review***

Activate prior knowledge

Revisit previous linked learning



***Teach***

Introduce the new concept

Explain

Discuss

Investigate

Model



***Practise***

Individual/group work

Extend/explore the concept independently

Investigate

Generalise



***Apply***



***Assess learning against criteria***

## Year 2

- Children in year 2 begin the year by consolidating their knowledge of GPCs using Letters and Sounds phase 6
- Throughout this phase and beyond, children begin to learn more about the structure of words, as well as continuing to build on knowledge of a wider range of spelling patterns and rules
- Spelling continues to involve segmenting spoken words into phonemes, choosing the correct grapheme from several possibilities and then representing all the phonemes by graphemes in the right order to spell the word. Pupils apply this approach for single-syllable and polysyllabic words
- By the end of Key Stage One, children should be able to spell: an increasing number of words containing common spelling patterns; words containing common prefixes and suffixes; a wider range of common exception words for year 2, as outlined in the National Curriculum; some contracted forms and words using the possessive apostrophe
- Collaborative and investigative approaches underpin the teaching of spelling (see examples below)
- Once again, children are supported in applying their spelling during independent writing through modelled and shared writing, and 'catching in the moment'
- Children in year 2 who did not meet the required standard in the phonics check in Year 1, will receive additional phonics sessions.

## Key Stage Two

- Throughout Key Stage Two, pupils are taught the spelling rules as outlined in The National Curriculum, with an emphasis on investigative and collaborative approaches to teaching strategies for spelling that enable pupils to retain the sequential look, shape, sound and feel of a word
- Pupils also continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly
- There is a focus on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions and the meaning and use of a range of word examples
- Each year group in Key Stage Two is also taught common exception word-lists; these are statutory and are a mixture of words pupils frequently use in their writing and those which they often misspell
- It is recognised that some pupils will need to consolidate the phonic knowledge and skills from Key Stage 1; high quality, structured phonic interventions, detailed in a provision plan, ensures that barriers and misconceptions are addressed so that those children quickly catch up with their peers
- High quality lessons to teach spelling takes place for approximately twenty minutes, two or three times a week from year 3
- As in Key Stage One, children are taught to transfer their skills into writing across the curriculum. Teaching approaches such as modelled and shared writing, peer collaboration and 'catching in the moment' maximises pupils' success in application.

## Editing and correcting spellings

Throughout Key Stage One and Key Stage Two, pupils gradually assume increased responsibility for checking their work to identify and correct their own spelling errors. There is a structured and systematic approach to equipping pupils with the skills required to correct spellings independently. The way in which the teacher supports pupils on this journey will depend on their age and ability.







1. The teacher highlights spelling errors within the pupil's work, writes the correct spelling underneath the work for the child to re-write 3 times using 'look, say, cover, write, check' procedure. Children may also work on these words in their spelling envelopes (see below)
2. The teacher highlights spelling errors within the pupil's work and prompts the pupil using the symbol 'R' (which stands for a school learning value: resourcefulness), to use a resource such as *wordbanks* or a *dictionary* to correct the spelling errors. An additional prompt would be 'E' to encourage the children to use the classroom learning environment.
3. The teacher writes 'sp' in the margin along the *line* in which the spelling error has occurred and the child must use a resource of his/her choice to correct the spelling error
4. The teacher makes a general comment at the end of a *paragraph* of work, indicating that the child should edit and improve work, and correct any spelling and grammar errors alongside

that process. It is expected that most children will be able to correct in this way by term 2 in year 6 so that work can be considered as independent and used to moderate the level at which a child is working.

### Spelling envelopes

Alongside the explicit teaching of spelling rules, we have adopted the approach of 'spelling envelopes' as a strategy to teach high frequency and statutory words. This is a systematic approach which begins in year 1. It is supported by assessment and enables children to practice spelling words at a level appropriate to them. The approach is motivating for children because they work collaboratively and through demonstrating accuracy they recognise their success, moving forward at an appropriate pace. Clued Spelling sessions are implemented every day for ten minutes. Children benefit from immediate feedback and new learning is secured through repetition. Children understand that they need to remember how words are spelt and that they need to apply their spelling skills and knowledge of spelling rules whenever they are writing.

### Spelling Envelope Process:

1. **Say** the word - make sure you know what it means!  

2. **Write** the word with your chosen clue on the front of the card (clues may include: Split it up – tem/per/at/ure. in/ter/est; Link it to another word –e.g. I heard with my ear or strum the instrument; say letters which are normally silent or pronounced in a different way (spelling voice), ie: **scissors/ ma-chine**  

3. **Say the clue** out loud – then study the word again and say it (you could use your spelling voice). Try 'seeing' the word in your mind with your eyes closed.  

4. **Swap words** with your partner and **write** the word whilst your learning partner reads you the clue.  

5. **Speed Test!** Write the word as fast as you can when your learning partner tells you the word **WITHOUT** the clue (you can still say the clue in your head!)  

6. Place a tick at the top of the word card if your spelling is correct. After 3 ticks, you can place the word in the '*Words I know*' section of your envelope.  


The teacher will test you on the words I know before you put them in the bin!

### Collaborative Spelling Test

In line with our active and problem-solving approach to teaching children strategies for accurate spelling, the children engage in a collaborative test after exploring and investigating a bank of words. Rather than taking a traditional weekly test which involves rote memorisation, pupils work collaboratively to spell a selection of words, an activity which continues to involve thinking, examining and discussing word structure.

### Collaborative Spelling Test Process

### **Pairs**

The teacher reads 8/10 words and pupils work in pairs with a learning partner to write them down.



### **Snowballing**

Pairs then group with another pair to make a group of four and examine and discuss their spelling choices for the word list.



### **Envoying**

The group then select one person to visit another group with the purpose of finding out others have spelt a particularly challenging word.



### **Envoys return & discussion**

The pupil then returns to the home group to discuss any tips information that he/she has found out. Groups make final decisions any necessary alterations are made.



### **Mark own attempts**

Original pairs then mark their final spelling choices.

The class reflect and assess their attempts, discussing ways to overcome any difficulties such as using: spelling voice, word webs, mnemonics, hidden words within words etc.

### **Children with Additional Educational Needs**

Children with AEN work on differentiated spellings within KS2. In KS1, some children will benefit from phonics intervention which is in addition to the whole class phonics learning and consists of regular short bursts with multisensory activities. A very small number of children with AEN may need to continue with phonics learning/ High Frequency Word recognition in KS2 and we use a precision teaching approach which involves regular short bursts of multisensory activities with opportunities for overlearning and consolidation.

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The Federation of Goodnestone and Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.