

Spelling at Eastcroft Park



Appendix of English Policy

With the exception of a small number of SEND children our aim is that all children are taught sounds, spelling rules and common exception words which are age appropriate and in line with the National Curriculum statutory spelling lists.

Fundamental issues

- In order to spell properly, children need to be able to speak properly. Teachers and TAs should sensitively correct poor articulation and mispronunciations. They should also assist pupils to recognise words that are slang (for example, *gobsmacked*).
- Joined handwriting helps spelling accuracy. As a general rule, children with neat, joined handwriting tend to be more competent at spelling than those who print, or those with poor handwriting. At Eastcroft Park, children will use the agreed cursive handwriting style in all spelling work.
- Teachers will explain and model the correct sitting position, posture and pencil grip for handwriting. There is an expectation that these messages will be reinforced in every lesson throughout the day.

How often?

All children will be engaged in spelling work based on their ability level of common exception words for a minimum of 10 minutes every day.

Spelling Strategies

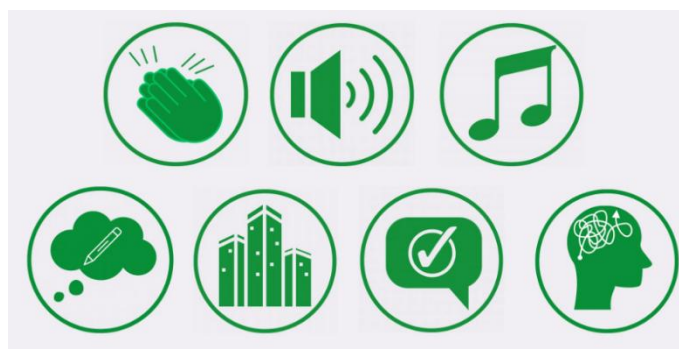
Look, Say, Cover, Write, Check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again, at least three times! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quick write	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>

Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i> :
Pyramid words	This method of learning words forces you to think of each letter separately. You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. Making up memorable 'silly sentences' containing the word Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word Clapping and counting to identify the syllables in a word.

The Spelling Scheme – Ready Steady Spell

In EYFS and Year 1, spelling rules and patterns are taught through RWI phonics lessons, for example, many Year 1 common exception words are covered through learning RWI red words. Year 1 also practice further in English sessions, such as writing and SPAG.

In Year 2-Year 6, children take part in Ready Steady Spell sessions three times a week. These sessions are structured and designed to help children to learn spelling rules in small, clear steps in order for the patterns to 'stick'. The short, focused lessons help children to learn how to spell words using several spelling strategies, such as 'syll-a-beat', 'tricky bit' and 'rule rhyme'. The scheme aims to support children's confidence and accuracy in spelling, in turn making them more independent and fluent writers. The scheme is progressive and helps children by building on previous learning.



Recording Spelling Work

Spelling practice of age-appropriate common exception words:

Year 1: Use of whiteboards and pens moving towards pencil and spelling books in the Summer Term

Years 2 – 4: Pencil and Handwriting book.

Years 5 & 6: Pen and Handwriting book.

Year 2-6 Ready Steady Spell work is kept in each child's English book.

Assessment

Children's spelling will be assessed through written tasks across the curriculum. There is an expectation that during written work, children spell words correctly which are age/ability appropriate.

Through Ready Steady Spell, the children are assessed weekly in a spelling test (words are also given as homework for further practice) and at the end of each half-term with a dictated task. Pupils are also assessed on their specific common exception words list termly.