

Thurlaston CE (Aided) Primary School



Spelling Policy

May 2009

Signed

Spelling Policy

As a School we are committed to :

- ◆ Teaching and Living the Christian way of Life.
- ◆ Providing a quality education for every child.
- ◆ Developing respect and consideration for all members of the community.

In line with our Christian ethos we endeavour and strive to do our best at all times and to encourage our pupils to do likewise.

The Nature of Spelling

The ability to spell easily enables us to become more effective writers. The less thought we have to put into spelling, the more thought we can put into what is said.

Children who are able at spelling are self-monitoring, they take responsibility for spelling words correctly. They are children who are able to identify which words do not 'look right' and check the spelling using a dictionary.

Learning to spell is not just learning lists of words. It is a development process of learning to apply different strategies appropriately.

Spelling Development

The Phases of Spelling Development are:

- 1) Preliminary Spelling
- 2) Semi-phonetic Spelling
- 3) Phonetic Spelling
- 4) Transitional Spelling (from sounds to structures)
- 5) Independent Spelling

(See appendix 1 for a summary of the First Steps Developmental Continuum)

School Policy and the Renewed Primary Frameworks.

The structure for the teaching of spelling in the school is based on the outline provided in the Renewed Primary Framework. The emphasis it gives to applying patterns and strategies is synonymous with our beliefs.

Cross Curricular Issues

Spelling lends itself ideally to a cross curricular approach. It needs to be taught explicitly but much can be covered in other areas.

Having a cross curricular approach reinforces what is learnt in English lessons and places spelling in a meaningful context. Teachers need to be aware of the spelling opportunities which constantly occur in a range of areas. Key words are made available in lessons as appropriate and children are encouraged to use "Have a Go" books to attempt spellings.

Key Objectives for Spellings

See Appendix 2

Spelling Lists

From Year 1 to Year 6 weekly spelling lists are sent home. The quantity in the lists is dependent upon the age and ability of the child and will be between 6 and 20 words.

Spelling and the Dedicated Literacy Lesson

Spelling will be incorporated into every aspect of the Dedicated Literacy Lesson.

- 1) Shared Reading - e.g. selecting examples to make teaching points
- 2) Shared Writing - Teaching and modelling use of all strategies and resources
- 3) Guided Group Work - Teaching focused at specific level
- 4) Independent Work - e.g. Activity resource Sheets, Investigations, Word webs, prefixes/ suffixes, Mnemonics
- 5) Plenary - e.g. Results of investigations discussed and strategies found to be successful.

Special Educational Needs

Class teachers will support children with special educational needs in their spelling work by providing them with differentiated work and where possible, extra resources.

Marking

Sympathetic, constructive marking increases 'risk taking' in the use of more interesting vocabulary and gives pupils the opportunity to generalise about letter patterns learned and apply them to new words. Only words, which the pupil is required to learn should be corrected. It can be counter productive to insist on total correctness when children are still developing their fluency in writing. Experimentation is a necessary part of the process of learning to spell. See Marking Policy for further guidance.

Assessment

The most appropriate means of collecting evidence and planning future steps may be through:

- daily observations
- Marking of work
- Discussions with children regarding strategies
- Weekly spelling test scores
- Standardised spelling tests (October and March)
- SATs spelling test Year 2 – Year 6

Monitoring and Evaluation

This will be in line with our Monitoring and Evaluation Policy.

Appendices

Spelling Continuum

Word Lists

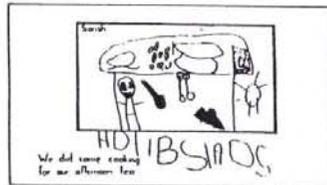
Overview of Spelling Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

Phases

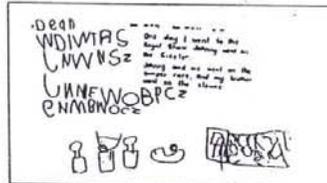
Phase 1: Preliminary Spelling

In this phase children become aware that print carries a message. They experiment with writing-like symbols as they try to represent written language. Their writing is not readable by others as understandings of sound-symbol relationships have yet to develop. Children are fascinated by print and are constantly trying to explore the relationships between written and spoken words and between letters and sounds through emulating adults in role play of reading and writing.



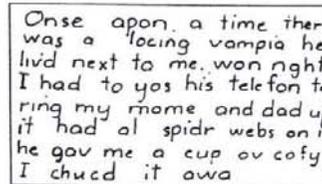
Phase 2: Semi-Phonetic Spelling

In this phase children show developing understanding of sound-symbol relationships. Their spelling attempts show some evidence of sound-symbol correspondence. They may represent a whole word with one, two or three letters. In this, as in all phases of development children will be copying, recalling and inventing words. Children at this phase are able to copy letter by letter.



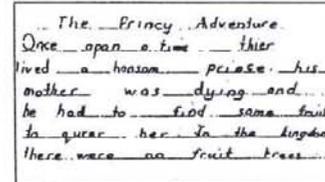
Phase 3: Phonetic Spelling

In this phase writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling. There is often evidence of self-constructed rules that may not conform to adult rules. Writers copy, recall and construct words according to their current understandings. They use rote recall for an increasing number of words.



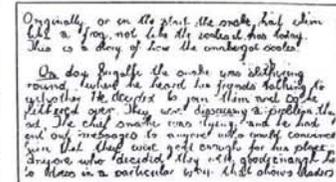
Phase 4: Transitional Spelling (from sounds to structures)

In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of visual and meaning-based strategies. They may still have difficulty recognising if a word 'looks right' but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words. To help writers at this point it is better not to emphasise phonics but to extend their repertoire of alternative strategies. This is a critical phase in the development of spelling. It often takes writers a long time to move through it. It is important that progress is carefully monitored so as much support and explicit teaching can be given as possible. If writers do not receive sufficient support they may not progress beyond this phase.



Phase 5: Independent Spelling

In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. When spelling a new word they use a multi-strategy approach. They have the ability to recognise when a word doesn't look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall. Independent spellers continue to use personal constructions when spelling unfamiliar words in draft writing. Independent spellers realise the importance of proof reading.



Key Indicators

- is aware that print carries a message
- uses writing-like symbols to represent written language
- uses known letters or approximations of letters to represent written language
- assigns a message to own symbols

is confident to experiment with words

Major Teaching Emphases

Preliminary spellers need to be immersed in print. The environment should support the development of concepts of print and stimulate them to write.

- develop an awareness of letter names
- develop understandings of concepts of print
- use correct terminology for letters, sounds, words and sentences

At all phases:

- model writing in a variety of contexts
- encourage students to reflect on their spelling strategies
- encourage children to reflect on their understandings, gradually building a complete picture of the spelling system
- ensure that students have opportunities to write for a variety of audiences and purposes
- encourage students to take risks and have-a-go at spelling words they need to write

- uses left to right and top to bottom orientation of print
- relies on the sounds which are most obvious to him or her
- represents a whole word with one, two or three letters. Uses mainly consonants

is confident to experiment with words— sees it as a problem-solving task

Major Teaching Emphases

Semi-Phonetic spellers need to be exposed to print in natural and meaningful contexts. They need opportunities to experiment with writing so they will develop understandings about print.

- help children develop a stable concept of a word
- help children to hear different sounds in words
- help children develop the ability to segment spoken words into individual sounds
- help children to represent sounds heard in words with letters written in the order they are heard
- select high interest and high frequency words from children's reading and class writing to add to class word lists
- teach children that letter names are constant but the sounds they represent vary
- provide many opportunities for children to explore and identify sound-symbol relationships in meaningful contexts

- chooses letters on the basis of sound without regard for conventional spelling patterns
- sounds out and represents all substantial sounds in a word
- develops particular spellings for certain sounds often using self-formulated rules

has a positive attitude towards self as a speller

Major Teaching Emphases

Phonetic spellers should be exposed to a wide variety of printed materials to provide data from which (at their own pace) they can draw new conclusions about spelling.

- teach writers to look for visual patterns and common letter sequences in words
- teach writers to identify critical features of words (i.e. differentiating characteristics)
- continue to emphasise the building up of a systematic view of spelling with emphasis on the way:
 - (a) letters can represent different sounds depending on context or place in the word
 - (b) a sound can be represented by more than one letter or letters
- teach writers to think about meaning as a strategy
- continue the development of word banks by incorporating theme, topic, high frequency and interesting words as they arise
- introduce proof-reading strategies

- uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable
- beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words

is willing to take risks and accepts responsibility

Major Teaching Emphases

Transitional spellers need to develop familiarity with many common patterns of spelling through reading, writing and specific spelling activities.

- They also need opportunities to focus on groups of words rather than words in isolation. This enables them to make generalisations about word patterns and to formulate rules.
- continue to emphasise visual patterns encouraging writers to focus on patterns and to classify words
- focus on word meaning and word derivations as a guide to spelling, e.g. sign - signature
- teach strategies for remembering the correct spelling of difficult words
- teach strategies for spelling new words
- encourage writers to generate alternative spelling in order to select the right one
- encourage writers to hypothesise and generalise, e.g. rules for plurals and syllabification
- encourage the use of words not previously used to enlarge spelling vocabulary
- continue the development of Word Banks and class alphabetical lists
- continue to model and teach proof-reading skills

See all indicators in the Independent Phase (page 94).

is aware of social obligations as a speller

Major Teaching Emphases

Independent spellers should be encouraged to accept responsibility for extending their spelling vocabulary. They should proof read all their written work as they are now able to spell most commonly used words correctly.

- focus on meaning as a guide to spelling
- continue to explore derivations of words—meanings of foreign words as a guide to spelling
- consolidate and extend proof-reading skills
- continue to build up a systematic picture of the whole spelling system
- teach writers to use context as a guide to spelling
- reinforce strategies for remembering correct spelling of difficult words
- emphasise social importance of spelling—insist on correct spelling for public audiences, parents, other classes or principal

100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

he
she
we
me
be
was
you
they
all
are
my
her

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

said
have
like
so
do
some
come
were
there
little
one
when
out
what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could

Next 200 common words in order of frequency

This list is read down columns (i.e. in the list, **water** is the most frequently used and **grow** is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

Tables from: Masterson, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

