



## Spelling Policy

### Rationale

At Crookesbroom Primary Academy we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

### Aims and Objectives

By adopting a consistent approach to the teaching of spelling (No Nonsense spelling programme) we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies.
- Encourage creativity and the use of more ambitious vocabulary in their writing.
- Enable children to write independently.
- Enhance proof reading and editing skills.
- Encourage children to identify patterns in words and spellings.
- Promote a positive and confident attitude towards spelling.
- Help children to use a range of dictionaries and spell checks effectively.
- Help children recognise that spelling is a lifelong skill.
- Provide equal opportunities for all pupils to achieve success in spelling.

### Approaches to Teaching and Learning

Children in FS1 will begin the Read Write Inc. programme and be introduced to the set one speed sounds as they become developmentally ready. Read Write Inc. sessions, which incorporate systematic and thorough teaching of phonics and spelling, are then taught daily for one hour in FS2 and Key Stage 1.

In addition to Read, Write, Inc, Year 1 pupils will begin to learn some of the techniques used in the No-Nonsense spelling programme to ensure the transition into Year 2 is as seamless as possible. From Year 2 and throughout KS2, spelling is taught daily based upon the No Nonsense spelling programme and the New 2014 National Curriculum framework. Throughout Year 3 and 4 small

groups of children may also continue with the appropriate phase of Read Write Inc. or interventions based on a specific need where phonic knowledge is not yet embedded.

### Spelling Strategies

The teaching and learning of phonics and the correspondence between letters and their sounds underpins all of the spelling strategies taught across the school.

Alongside the specific Read, Write Inc. programme, we endeavour to teach the children a range of spellings strategies in order to appeal to a variety of learning styles. These include:

- The S.A.C.A.W.A.C strategy (say and cover and write and check)
- The use of memory strategies. Including:
  - Identifying syllables in words in order to break words into smaller parts.
  - Identifying base words e.g. *smile- smiling- smiled.*
  - Analogy- Using words already known to help spell new words e.g. *could would should.*
  - Mnemonics- making up sentences to help remember the spelling of a word.
- Finding words within words.
- Making links between the origin of words and their spelling ( etymology).
- Using word banks and dictionaries.
- Learning different spelling patterns and investigating new spelling rules.
- Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling.
- Precision spelling.
- The use of ICT resources, such as Nessy.

At Crookesbroom Primary Academy we understand that children have different learning needs, therefore throughout the school the children will be offered a wide range of spelling activities to provide a stimulus for all learning styles.

They may take the form of:

- Paired, individual, small group or whole class teaching.
- Whiteboard work.
- Dictionaries and thesaurus' activities.
- Audio visual activities (Video, DVD, On-line).

- Writing experiences through play.
- Word games, word searches, crosswords, puzzles.
- Specific homework activities.
- Investigative work.
- Editing and re- drafting work.
- Creating word banks linked to topic work or high frequency words.
- Word play activities.
- Action rhymes and songs.
- Creative work.
- Word of the week activities.

### Resources

Our classrooms are well equipped to support the different activities and learning styles. Resources may include:

- Whiteboard and pens, ICT, spelling games. Magnetic letters, word banks (including cross curricular words as well as high frequency words), word cards, thesaurus, dictionary, picture dictionary wall charts , spell it check it books, Read, Write Inc. framework, No Nonsense spelling frameworks.

### Common Exception Words

In line with the 2014 National Curriculum, it is expected that by the end of Key Stage 1 the children should be able to read and spell the first 300 high frequency words. (Appendix 1) In both Key Stages teachers will set clear expectations for the spelling of key words and will share these with the class. Appendix 2 outlines expectations for spelling from FS2 to Year 6. Each term the class will agree on non-negotiable key word spellings which are expected to be spelt correctly in the children's work. These target words may be related to topic words, words which include a particular pattern or taken from NC high frequency lists and will be displayed as a visual resource in the classroom. Marking will identify these words in the children's independent writing. If misspelt, these words will be identified as agreed in the marking and feedback policy for the children to correct using dictionaries, peers and word banks.

All children are encouraged to check their own work and identify words spelt incorrectly and time is given during literacy sessions for this to take place. These strategies are in line with our assessment policy and help children in taking responsibility for their own learning. (See Marking and Assessment policies).

### Handwriting and Spelling

Links between handwriting, phonics and spelling are also important. The regular practise of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in Read, Write Inc. and No-nonsense spelling, the children will develop a good motor memory which will aid independent writing and spelling.

### Home/ School Links

Crookesbroom Primary Academy recognises that parents have an active part to play in all aspects of their children's learning. Through teacher led meetings the parents will be informed of the spelling strategies developed at school which may help parents when supporting home learning. Spelling guidelines have also been developed as an aide memoir for parents. When appropriate, children from Year 1 onwards will be sent home common exception word spellings to learn [these may take the form of 'red words' from the Read,Write Inc. programme and will be differentiated dependant on the phase each child is working at]. In Key Stage 2 children are set individual spelling activities linked to a particular sound that has been taught.

### SEN

Some children will continue to find these spelling strategies difficult to use effectively and will need additional support beyond differentiated classroom activities.

TAs may lead additional multi-sensory spelling activities involving small groups or with individuals. Intervention programmes, such as Precision teaching, Toe by Toe, Nessie, additional Read, Write Inc. may also be put in place to support spelling. Class teachers will liaise with the SENCO when considering the specific needs of some children. The SENCO will perform any additional assessments in order to identify specific spelling weaknesses. Where necessary, Individual Education Plans will include SMART targets relating to spelling in order to help these children progress further.

### Equal Opportunities

All children will have an equal opportunity to work within this policy area. Account will be taken of specific needs and where appropriate support will be accessed through the special needs policy.

### Curriculum Links

This policy is supported by the range of whole school policies, including assessment, SEN, handwriting, writing and presentation policies.

### Assessment

Regular monitoring and work scrutiny will take place by teachers and SLT. As part of end of Key Stage 1 and 2 assessment, the children in Years 2 and 6 will undertake the Spelling and Punctuation and Grammar tests.

### Roles and responsibilities

This policy has been developed through consultation with staff, subject leader, head teacher and governing body. The Head of Academy, Senior Leadership team and subject leader will monitor and evaluate the work achieved. The leader will identify areas for development, resource needs and moderate standards across the school.

### Monitoring and Evaluation

The monitoring and evaluation of the achievements made in this area of the curriculum is carried out through the guidelines on monitoring and evaluation. These set out how the Head of Academy, SLT and subject leader use a range of strategies to assess the qualities of achievements. The class teachers, however, have a key role in monitoring and evaluating the teaching and learning taking place in their class.

The subject leader will regularly review the spelling action plan and will work with the SLT to evaluate any relevant areas of the School development plan when appropriate. The leader will also liaise with the link EAB member and will attend meetings to keep the EAB informed and updated.

Agreed on: 16/10/17

Approved by EAB on 15/11/17

Review date: July 2017

## Appendix 1

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

## Appendix 2

### FS2 Early Learning Goals for Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Year 1 Statutory Requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	ai, oi	oo (/u:/)	Compound words
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The /ŋ/ sound spelt n before k	ay, oy	oo (/ʊ/)	ie (/aɪ/)
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Division of words into syllables	a–e	oa	ie (/i:/)
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-tch	e-e	oe	igh
The /v/ sound at the end of words	i-e	ou	or
Adding s and es to words (plural of nouns and the third person singular of verbs)	o-e	ow (/aʊ/) ow (/əʊ/) ue ew	ore
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	u-e	er (/ə/)	aw
Adding -er and -est to adjectives where no change is needed to the root word	ar	ir	au
Common exception words	ee	ur	air
Prefix -un	ea (/i:/)		ear
Spelling of ph	ea (/ɛ/)		ear (/ɛə/)
Spelling of wh	er (/ɜ:/)		are (/ɛə/)

## **Year 2 Statutory Requirements**

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

The /aɪ/ sound spelt -y at the end of words

The /i:/ sound spelt -ey

Homophones and near-homophones

The /s/ sound spelt c before e, i and y	Adding –es to nouns and verbs ending in –y	The /b/ sound spelt a after w and qu	Common exception words
The /n/ sound spelt kn and (less often) gn at the beginning of words	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The /ɜ:/ sound spelt or after w	Contractions
The /r/ sound spelt wr at the beginning of words	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The /ɔ:/ sound spelt ar after w	The possessive apostrophe (singular nouns)
The // or /əl/ sound spelt –le at the end of words	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The /z/ sound spelt s	Words ending in –tion
The // or /əl/ sound spelt –el at the end of words	The /ɔ:/ sound spelt a before l and ll	The suffixes –ment, –ness, –ful, –less and –ly	
The // or /əl/ sound spelt –al at the end of words	The /ʌ/ sound spelt o	Words ending –il	

### Years 3 /4 Statutory Requirements

Adding suffixes beginning with	The suffix –ation	The suffix –ous	Words ending with the /g/ sound spelt
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vowel letters to words of more than one syllable

–gue and the /k/ sound spelt –que (French in origin)

The /ɪ/ sound spelt y elsewhere than at the end of words

The suffix –ly

Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian

Words with the /s/ sound spelt sc (Latin in origin)

The /ʌ/ sound spelt ou

Words with endings sounding like /ʒə/ or /tʃə/

Words with the /k/ sound spelt ch (Greek in origin)

Words with the /eɪ/ sound spelt ei, eigh, or ey

More prefixes

Endings which sound like /ʒən/

Words with the /ʃ/ sound spelt ch (mostly French in origin)

Possessive apostrophe with plural words

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Homophones and near-homophones

### Year 3 /4 spelling lists

**accident(ally)**

difficult

interest

probably

**actual(ly)**

disappear

island

**promise**

address

early

knowledge

purpose

answer

earth

learn

quarter

**appear**

eight (h)/eighth

length

question

**arrive**

**enough**

library

recent

**believe**

**exercise**

material

regular

**bicycle**

**experience**

medicine

reign (h)

breath

experiment

**mention**

remember

breathe

**extreme**

minute

sentence

**build**

famous

natural

separate

<b>busy/business</b>	<b>favourite</b>	<b>naughty</b>	<b>special</b>
calendar	<b>February</b>	<b>notice</b>	<b>straight</b>
<b>caught</b>	<b>forward(s)</b>	occasion(ally)	<b>strange</b>
centre	<b>fruit</b>	often	<b>strength</b>
century	grammar	opposite	suppose
<b>certain</b>	group	ordinary	<b>surprise</b>
circle	guard	<b>particular</b>	therefore
complete	guide	<b>peculiar</b>	though/although
consider	<b>heard(h)</b>	perhaps	thought (phase 5)
continue	heart	<b>popular</b>	<b>through (phase 5) (h)</b>
decide	height	<b>position</b>	<b>various</b>
describe	history	possess(ion)	weight (h)
<b>different (phase 5)</b>	imagine	possible	woman/women
-	increase	<b>potatoes</b>	
	<b>important</b>	pressure	

<b>Science</b>	<b>Maths</b>	<b>Language of learning</b>	<b>Geography</b>	<b>Literacy language</b>
material	circle	complete	island	library
natural	centre	consider	earth	sentence
experiment	eight/h	continue		question
pressure	quarter	decide		grammar
separate	weight	answer		describe
medicine	height	describe		answer
breath/e	group	guide		address
heart	length	imagine		possession
	minute	interest		
	increase	knowledge		
	opposite	learn		

	century	purpose		
		remember		
		thought		
		difficult		
<b>Time words</b>	<b>Unstressed vowels</b>	<b>History</b>	<b>Connecting adverbials</b>	<b>Hypothetical language</b>
regular	February	history	though	perhaps
occasionally	business	reign	although	possible
often	interest	famous	therefore	probably
early	ordinary	century		suppose
minute	separate	recent		
recent		woman/women		
calendar				
	<b>Rare GPCs</b>	<b>Music</b>	-	-
	guard	rhyme	-	-
	guide	rhythm		

### **Cross curricular lists for Year 3/ 4 spelling**

### **Year 5 and 6 Statutory Requirements**

Endings which sound like /jəs/ spelt -cious or -tious	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Adding suffixes beginning with vowel letters to words ending in -fer	Words with the /i:/ sound spelt ei after	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from
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Endings which sound like /jəl/	Words ending in –able and –ible  Words ending in –ably and –ibly	Use of the hyphen	Words containing the letter-string ough	the pronunciation of the word)  Homophones and other words that are often confused
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### Year 5 and 6 word list

<b>accommodate</b>	*conscious*	exaggerate	lightning (h)	relevant
<b>accompany</b>	<b>controversy</b>	excellent	<b>marvellous</b>	restaurant
<b>according</b>	<b>convenience</b>	existence	<b>mischievous</b>	rhyme
achieve	correspond	explanation	muscle (h)	rhythm
<b>aggressive</b>	criticise (critic + ise)	<b>familiar</b>	<b>necessary</b>	sacrifice
amateur	<b>curiosity</b>	foreign	neighbour	secretary
ancient	<b>definite</b>	forty	<b>nuisance</b>	shoulder
<b>apparent</b>	desperate	<b>frequently</b>	<b>occupy</b>	signature
<b>appreciate</b>	<b>determined</b>	government	<b>occur</b>	sincere(ly)
attached	<b>develop</b>	guarantee	<b>opportunity</b>	soldier
<b>available</b>	dictionary	<b>harass</b>	parliament	stomach
average	<b>disastrous</b>	<b>hindrance</b>	persuade	<b>sufficient</b>
<b>awkward</b>	<b>embarrass</b>	identity	physical	suggest
<b>bargain</b>	environment	immediate(ly)	<b>prejudice</b>	<b>symbol (h)</b>
<b>category</b>	equip (–ped, –ment)	individual	privilege	system
cemetery	<b>especially</b>	<b>interfere</b>	profession	temperature
committee		interrupt	<b>programme</b>	thorough
communicate		language	pronunciation	twelfth

**community**  
**competition**  
**conscience**  
**bruise**

**leisure**

queue

**variety**

**recognise**

vegetable

**recommend**

vehicle

yacht

**Science**

**Unstressed vowels**

**Writing**

**Geography**

**Spoken language**

**History**

conscious

restaurant

correspond

environment

communication

ancient

environment

temperature

sincerely

existence

relevant

foreign

equipment

vegetable

signature

foreign

interrupt

government

physical

individual

dictionary

lightning

language

parliament

stomach

cemetery

language

explanation

soldier

temperature

desperate

communication

suggest

system

system

definite

te

pronunciation

sacrifice

shoulder

persuade

privilege

muscle

exaggerate

criticise

persuade

**Occupations**

**Music**

**Language of learning**

**Rare GPCs**

**Maths**

profession

rhyme

achieve

bruise

twelfth

secretary

rhythm

excellent

guarantee

forty

soldier

thorough

immediately

average

committee

individual

queue

amateur

vehicle

neighbour

yacht

## **Cross curricular spellings Year 5 and 6**