

# STANNINGTON INFANT SCHOOL

## Policy for Teaching of Spelling

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## Stannington Infant School Policy for Teaching of Spelling

### Stannington Infant School Vision:

- **To encourage a caring and positive attitude amongst the children towards all others and their environment.**
- **To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.**
- **To provide an inclusive, safe, secure, healthy and happy environment.**

### Rationale

Spelling is a statutory part of the National Curriculum 2014. Spelling rules, word families and common exceptions should all be taught. This is best done through a consistent, systematic approach which builds on the phonic teaching taught through Read Write Inc.

The National Curriculum provides a comprehensive list of spelling rules, families and exceptions to be taught when and in which order.

Spelling will be taught in two ways at Stannington Infant School:

- **Discreet Spelling sessions**
- **Spelling taught as part of the Mastery in English approach**

### Discreet Spelling sessions

Spelling will be **given a timetabled slot 3 times as week** which leads directly on from the Read Write Inc. phonics programme that is taught throughout Foundation Stage and Key Stage 1. Children who need to be taught additional phonics as an intervention will be taught in class by the class teacher and teaching assistant but it should be the aim that the majority of children will be taught at age related expectations as soon as possible. Spelling will also be taught as part of the English teaching sequence and identified on English planning.

## **Organisation**

Following the success of phonics teaching, spelling will be taught regularly, in short sessions.

Over 3 days the sessions will incorporate the following teaching strategies:

- 1 – Teach
- 2 – Practice
- 3 – Apply (spelling test given in dictation)

## **Detailed overview**

### **Day 1**

The children should be given a small spelling book where they will stick in the focus words and write the spelling rule if appropriate. One list should go home. Printed lists should be given to the children rather than handwritten, thus avoiding transcription errors. The children will highlight the words on the list they are not sure of with a partner. Teacher to share the list and discuss the words, collectively coming up with meanings of the unfamiliar words. Words that are unheard of should be looked up in a dictionary.

### **Day 2**

The session will start with a quick recap on the spelling rule that has been given out. On the whiteboards children will participate in a small number of games that use the words on the list:

#### **Right or Wrong?**

On the IWB, write the words on the list. Some words should be spelled incorrectly. In pairs the children must decide which is correct and which is wrong, correcting the errors.

#### **Silly Stories**

In pairs, the children are given a list of words and they have to orally tell a story that includes all the words. As they come to a word on the list they write it on their whiteboard. The children need to be encouraged to include silly sentences in the story as they will want the story to have meaning and this will be difficult.

#### **Spelling Aerobics**

When spelling a word they reach their hands over their head for a tall letter that when written extends above the line (b, d, f, h, k, l, t), put hands on hips for middle letters written in between the lines: (a, c, e, l, m, n, o, r, s, u, v, w, x, z), and stretch towards their toes for letters that fall below the lines when written (g, j, p, q, y).  
Example – finally – hands would be – up, hips, hips, hips, up, up, toes

#### **Invisible Man**

This is a take on 'hangman'. First, draw two large stick figures on the board. Be sure to give each of them the same number of body parts. Draw 13 parts for each: two eyes, two ears, nose, mouth, head, hair, body, two arms and two legs. You could make one a girl and one a boy or both same sex with different hair. Divide the class into two teams. If you do the boy/girls figures do boys against girls.

How the game works: start with team 1 – give the first person a spelling word. S/he must say – spell – say it. If s/he is correct, s/he gets to erase a body part from the opponents' figure. Then go to the other team and repeat the procedure. If the word is not properly done, no part is erased. Keep going until one team has totally erased the other's person. Hence, the invisible man!

### Circle Spelling

A spelling game children play in groups. A child starts by saying a spelling word from the list; the children must each say one letter of a spelling word. For example if the word was: rain, the first student would say r, the next child says a, then i, n and each child will continue. The person after the last letter will say the whole word: rain. If it is a proper noun the first child will say capital and then the letter.

### Quickwrite

Can be played for 'tricky words' or on Day 1 to see which words children can already spell – children to write down as many words covered as they can in a minute. Children to check the spelling with a partner.

**Teachers should be careful not to introduce too many games at once – the explanations of the rules can take the best part of a short session. Instead, introduce three games at the beginning of a new rotation, only including another when the class appear tired of a game.**

### **Day 3 – Spelling Dictation**

The teacher will dictate a small number of sentences using words from the list of spelling. Not all words can be used in this way but the children should be unaware of which words are to be used. The sentences should be written in their spelling books as a record of achievement.

When the children write the sentence from dictation they are awarded marks for punctuation, high frequency words as well as the correct spelling from the list.  
e.g. the pupils worked on /in/

Dictation sentence: **We went on a trip and it was incredible!**

Points awarded for:

- capital W
- Exclamation mark
- incredible
- went

This sentence is worth 4 points. This way, children can achieve points even if they get the spelling wrong. It is a useful way to support and reinforce High Frequency words.

## Planning

The following planning grid illustrates how a spelling plan could look, giving examples of games and how the dictation test could be given.

Spelling		Day 1	Day 2	Day 3
	Spellings to use	Teach	Practise	Apply
1	badge edge bridge age huge change giant magic jacket join	At the end of a word, the /dʒ/ sound is spelt –dge straight after the a, e, i, o, u (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. Go through the list of words: discuss any unfamiliar words, looking up in dictionary if needed. 2 lists – one in books/ one to go home	Review the spelling rule.  <b>Quick Write</b> Review with partner.  <b>Circle Spellings</b>  <b>Odd One Out</b>	Dictation test – including HF spellings. <i>The badge was old.</i> <i>The edge was very rough.</i> <i>We went over the big bridge.</i>
2	race ice cell city fancy	The /s/ sound spelt c before e, i and y	Review the spelling rule.  <b>Spelling Aerobics</b>  <b>Quick Write</b> Review with partner.  <b>Odd One Out</b>	Dictation test – including HF spellings. <i>The race was nearly over.</i> <i>That ice will be very slippery.</i> <i>Let's go into the city today.</i>
3	knock know knee knit knight gnat gnaw gnome	The /n/ sound spelt kn and (less often) gn at the beginning of words. The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	Review the spelling rule.  <b>Quick Write</b> Review with partner.  <b>Spelling Aerobics</b>  <b>Silly Stories</b> Review with a partner	Dictation test – including HF spellings. <i>The gnome was sat knitting.</i> <i>There was a loud knock on the door.</i> <i>Oh, my knee hurts.</i>

## Spelling taught as part of the Mastery in English approach

Spelling will also be taught as part of the English teaching sequence and identified on English planning.

Approaches identified as part of the teaching sequence will be:

- Use the **Does it look right?** approach – if a child can read the word they should be able to notice if it looks/doesn't look right.

- Make up 1 mnemonic each half term –
- **Use the vowel rap song** with children
- **Children to think about spelling at the point of writing:**
  - If they can read the word we should be expecting them to spell it correctly.
  - All ch to read first 100 HFW so teacher can see which ones children can read – these words should be spelt correctly when writing
  - In KS1 children will have a sheet of paper in the back of the children's book to use for spellings they keep getting incorrect or want to use.
- **Words common to the story/text to be used in spelling session as part of immersion** – this will be included in the teaching sequence planning
  - **Use activities such as**
    - Look, cover, write, check
    - Any activity from discreet spelling section of this policy

### **Support and Challenge**

Spelling can be taught in either of the above ways to a group and/or the whole class. However, when teaching to a whole class, some consideration must be given to those whose spelling is not as developed as the rest of the group. This could be tackled in the following ways:

1. Teaching Assistant intervention. The TA could take a small group for spelling that runs in the same way as outlined above but spellings are either taken from previous year groups or concentrates on the 300 HF words from KS1.
2. Children within a class/group could be given lists of different lengths – but still with the same rule. The dictation sentences would incorporate the words that are on the list.
3. Children could be given the same list but some pupils would have the words to be used in dictation highlighted.

Spelling can also be taught in homogenised groupings where each group takes a different spelling rule that matches the ability of the group.

### **Assessment for Learning**

It is good practise to take time to cover the words that the group/ class, as a whole, find difficult to spell but use frequently. E.g. whent/went, becose/because, wich/which etc. There would be no spelling rule to teach but would employ good AfL strategies.