

## 1. Introduction

It is vitally important that the children at Market Drayton Infant School spell as accurately and as fluently as possible. There are four main strands to spelling teaching:

- Revise - this activates prior knowledge and allows for revisiting previous linked learning
- Teach - could involve a new concept, explaining, investigating, modelling
- Practise - individual or group work, extending or exploring the concept independently, investigating, generalising
- Apply/Assess - through independent application, explaining and demonstrating understanding

## 2. What does spelling look like from Reception to Year 6?

Foundation Stage and Year 1 How often?	Letters and Sounds session daily
Typical shape of a phonics session	Revisit and Review - most recent phonemes or gaps 3-5 mins Teach - 5 mins Practise - opportunities for games with all children involved, fun activities 8-10 mins Apply- don't over emphasise the writing element at earlier phases, can be differentiated with different words or captions 3 mins NB In total no longer than 20 mins
Other resources:	Whiteboards to record. Move to a book at the end of Year 1.  'Have a go' sheets e.g. large sheet of paper on the table, sheets stuck in books, page in spelling journal, teacher has large version to model testing out of spelling.  Working wall e.g. GPC charts, reminders of spelling patterns, tricky words.
Years 2-6 How often?	Y2 daily. Y3-6 5 sessions over a two week block. This may need to increase depending on the ability of the children.
Typical shape of spelling session	Revise

	Teach Practise Apply 10-15 minutes long
Use of spelling book to record work?	Yes. Preferably plain.
Other resources	'Have a go' sheets e.g. large sheet of paper on the table, sheets stuck in books, page in spelling journal, teacher has large version to model testing out of spelling.  Working wall e.g. GPC charts, reminders of spelling patterns, tricky words.

### 3. Progression in spelling

To ensure progression in spelling from Year 2 to 6 the school uses 'No Nonsense Spelling' programme. This gives a clear spelling pathway from Years 2 to 6, following on from the well-structured phonics programmes, Letters and Sounds, in Reception and Year 1. The pathway gives clear progression, links in with National Curriculum requirements (including links to the statutory word lists) and is set out on a term by term basis in each year group. If a child has not passed the phonics screening check in Year 1, they will need to continue with the phonics programme.

Whilst the overview gives a suggested pathway through it is to be used flexibly. There are suggestions for lesson plans which are ideas and triggers for lessons so teachers can make decisions on how best to teach them according to the needs of the children in the class.

### 4. Strategies for learning spellings

Through the teaching of spelling children will learn a range of strategies for learning spelling which will build up over time.

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> 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><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
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## Market Drayton Learning Partnership Spelling Policy

<p><b>Trace, copy and replicate (and then check)</b></p>	<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>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<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>
<p><b>Drawing around the word to show the shape</b></p>	<p>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.</p> 
<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>

## Market Drayton Learning Partnership Spelling Policy

<b>Words without vowels</b>	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> :
<b>Pyramid words</b>	This method of learning words forces you to think of each letter separately.  p py pyr pyra pyram pyrami pyramid  You can then reverse the process so that you end up with a diamond.
<b>Other strategies</b>	Other methods can include: <ul style="list-style-type: none"><li>• 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.</li><li>• Making up memorable 'silly sentences' containing the word</li><li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li><li>• Clapping and counting to identify the syllables in a word.</li></ul>

From the end of Year 1 children will start to use spelling journals to practice the above strategies. The children will have the opportunity to use 'have a go' sheets (appendix 1). There should also be opportunities for children to use these throughout the curriculum. This could include a sheet in the back of a book to practise on, practise in the back of the spelling journals, a sheet on the table to practise on.

## 5. Assessment of Spellings

### 5.1 Formative assessment

Pupils' learning is assessed throughout the spelling programme. The 'apply' part of the spelling lesson will regularly include assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing - by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

### Error Analysis

Error analysis is completed once per term on an independent piece of writing for each pupil. All spelling errors are identified and recorded under one of the following headings (corresponding to the National Curriculum) as the pupil has spelt it:

- Common exception words
- GPCs (grapheme-phoneme correspondences) including rarer GPCs and vowel digraphs
- Homophones
- Prefixes and suffixes
- Word endings
- Other.

The teacher should quite quickly be able to see which aspect of spelling needs to be addressed.

### **5.2 Summative Assessment**

Formative assessment which is ongoing over time will feed into the summative assessment. The spelling pathway will be used to aid summative assessment. In line with assessment teachers will place children in the year group and term that they think is 'best fit' summarising the child's current attainment at that point in time. It will then be possible to identify the number of children working below, at or above age related expectations.

### **6. Links for home learning**

It is important that learning at home is an extension of practice in school.

Learning needs to happen in school and at home. There is little evidence, though, that the traditional practice of learning spellings (usually 10) at home and being tested on them (usually on a Friday) is effective. The school policy is:

- five or less words a week to ensure success and enable deeper learning
- Appendix 2 outlines a range of learning strategies which have been taught in school, to use in home learning
- Spellings in context, for example: learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences
- keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.



# Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT colour crayon.**

Trace neatly and you will see a rainbow!

# Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Appendix 2

# Pyramid Writing

“Pyramid write” your spelling words. You must write neatly!

\*Example:    home    h  
                              ho  
                              hom  
                              home

# Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

**Example:**    where    erehw

# Three Times!

Write each spelling word three times.

**First**, write each word in pencil.

**Second** write each word in coloured pencil.

**Third**, write each word in pens.

You **MUST** write neatly!

# Acrostic Poem

Choose one of your spelling words. Write an acrostic poem for that word.

You must also **ILLUSTRATE** your poem.

\*Example:      **F**un in the sky.  
                         **f**ly              **L**aps around clouds.  
   **Y**es! I'm free!

# ABC Order

First write your spelling words in a list.

Then write them in ABC order.

**For an extra bonus, write your**

# Squiggly Spelling Words

You are going to write your spelling words two times. First write in

regular letters. Then write the words again in *squiggly* letters!

## Vowel Circle

**Write each of your spelling words.**

Then go back and circle all of the vowels in your spelling words!

**Don't forget to write neatly!**

## Scrambled Words

Fold a piece of paper three times lengthwise (making three long rectangular columns). Write your words in the first column.

Then write them again with the letters all mixed up (scrambled) in the second column.

Put your words aside. Come back later to unscramble your words. Write the unscrambled words in the third column.

## 30 Second Words

Write a TV commercial using all of your spelling words.

**Read it to a parent or sibling!**

## Consonant Circle

**Write each of your spelling words.**

Then go back and circle all of the consonants in your words!

**Don't forget to write neatly!**

## Air Write!

Write your spelling words in the air using your finger. Have a partner read your words as you write them  
OR have a partner air write and your job is to read the words.

## UPPER and Lower

Write your spelling words two times each.

First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.

\*Example- SLIDE slide

## Colourful Words

Write each of your spelling words. Write each letter using a different coloured pencil!

\*Example- colourful

## Across and Down

Write each of your spelling words across and then down (starting with the first letter).

\*Examples- when four  
h o  
e u  
n r

## 3-D Words

Use Play-Doh or clay to sculpt your spelling words.

## Back Writing

Use your finger to spell out each of your spelling words, one letter at a time, on your mum or dad's back.

Then it's YOUR turn to try to FEEL and spell!

## Dots Game

Make a square of 4 rows of dots with 4 dots in each row. If the word is spelled correctly, the player can connect two dots. When a square is formed, he/she can write his/her initials in the box.

## Choo-Choo Words

Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.

Ex.

hopmopestopdrop

## Spelling Baseball

Draw four bases on a piece of paper or lay out four pillows to be the bases.

The pitcher selects a word. If the batter can spell the word correctly, he/she moves forward one base.

**A point is earned every time you pass home plate.**

## Dusty Words

Go outside to a sandbox and write your words in the sand!

**Be sure to clean up afterwards!**

## Flash Writing

**In a darkened room, use a flashlight to write your spelling words in the air.**

Have a partner read your words as you write them OR your partner can "flash write" the words and your job is to read.

## Hopscotch Words

Make a hopscotch board.

Write letters instead of numbers and HOP your words!

## Word Search

Make a word search puzzle using your spelling words.

Use the Discovery School's online Puzzle Maker

<http://www.puzzlemaker.com>.

Then find your words!

## Pasta Words

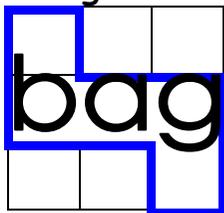
Arrange pasta or other objects to form your spelling words.

Glue onto a piece of paper.

## Surround Words

Write your words on graph paper. Write "middle" letters, one letter in each box.

Use two boxes for "tall" letters like t and l and "low" letters like j and g. Then outline the words using different colours.



## Words

### Without Consonants

Write your spelling words on a list, but replace all the consonants with a line. Then go back to the beginning of your list and see if you can fill in the correct missing consonants.

## Spelling Bee

Practise your spelling words in Spelling Bee style.

Spell your words out loud to a parent or sibling.

## Words

### Without Vowels

Write your spelling words on a list, but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the correct missing vowels.

## Spelling Flashcards

Make a set of flashcards to practise your spelling words. When you look at your flashcard, read the word and then spell it out loud.

\*Example-    there    t-h-e-r-e.

## Make Some Music

Write a song or rap that includes your words!

Share with a friend or family member.