



AJ GROUP OF SCHOOLS

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| Title: SPELLING POLICY | Issue Date: April/Sept 2016 |
| School: Al Ain Juniors | Next Revision Date: |
| Reference No.: AJS-GDC-001 | Version No.: 6 |

SPELLING POLICY

THE PURPOSE

The purpose of this policy is to support our pupils to become confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning. Although guidelines for the teaching of spelling are outlined in this policy and the 'Support for Spelling' document, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best.

The Principles behind this Policy

1. Spelling tests are a good way to ensure spellings are learnt but it is essential that children apply these skills to their writing.
2. Spelling is the application of visual memory. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners.
3. Spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting).
4. Accurate spelling and accurate letter formation go hand-in-hand. As teachers, we must ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them.
5. Successful spelling takes place through a VAK (visual, aural and kinesthetic) approach. As teachers, we need to ensure that spelling is taught using a combination of methods.
6. Successful spelling takes place when children have an opportunity to review and recall their learning. Teachers must provide opportunities to consolidate learning throughout each week.

Aims of this Policy

1. To explain the expected practices, to ensure that children become successful spellers.
2. To provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules.
3. To ensure continuity in practices and progression in spelling skills.
4. To clarify the responsibilities of staff, parents and children.
5. To raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.

Roles and Responsibilities

The Staff

- To ensure that teachers plan for the teaching of spelling every week and that planning is shared with members of support staff, who are also responsible for delivering spelling programs to targeted groups of children.



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- To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply.
- To teach a range of approaches to learn spellings.
- To provide children with a range of strategies to help them become secure with spelling rules.
- To ensure children’s spelling is assessed on a regular basis and that this is used to inform future planning.
- To ensure that everyone shares good practice, reviewing this on a regular basis, to ensure there is continuity.

The Pupils

- To use the strategies taught to them, to help secure spelling skills.
- To be able to identify the most effective methods to help them to learn and recall spelling rules.
- To practice, at home, the spelling rules which have been taught at school, to consolidate their learning in line with the homework policy.
- To transfer skills to their written work, correctly spelling words that have been learnt.

The Parents

- To support their children in the learning of spelling.
- To be familiar with the strategies that the children are encouraged to use to help them to learn their spellings.

The Teaching of Spelling in the Foundation Stage and Year 1

Spelling within Reception and Year 1 is linked to the children’s phonic program – the ‘Letters and Sounds’ document. The primary skills for reading and spelling which ‘Letters and Sounds’ highlights are blending and segmenting. These skills are integral throughout the phases.

During phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to the phases. They will also practice recalling key/tricky words.

It is essential that children apply their knowledge of spellings, and practice the skill of segmenting through a variety of writing opportunities across a range of curriculum areas - for example: topic activities.

In Reception, spellings lists are not given out. However, children are given words to learn to read and parents are made aware of which words their child should be able to read and spell, based on the expectations in the ‘Letters and Sounds’ document. Parents’ are encouraged to support their children with these at home.

In Year 1, children have daily phonics sessions. Each week they will be given a list of between 4 and 8 spellings which are linked to sound patterns and tricky words. These will be specific to the phase and the needs of the children. When appropriate, spelling lists may include proper nouns such as months of the year and days of the week.



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The Teaching of Spelling from Year 2 to Year 6

Transition of spelling from Year 1 to Year 2

Children will have followed a program of phonics teaching in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Phase 5. The spelling objectives for Year 2, which work in conjunction with Phase 6 of the 'Letters and Sounds' document, ensure that children have knowledge and understanding of alternative spellings for each phoneme. For those children who are not yet secure at Phase 5, it will be necessary to continue with this phase before moving on to the Year 2 objectives.

Within the teaching of spelling, there should be opportunities to:

- Revisit, explain, use
- Teach, model, define
- Practice, explore, investigate
- Apply, assess, reflect

This teaching sequence links to the 'Letters and Sounds' document used in Reception and Year 1.

Spelling Handbook

The spelling objectives for each year group are taken from the 'Support for Spelling' publication and are outlined in each teacher's spelling handbook. Examples of planning and resources for each term are included, with a progression of objectives from year to year. Children who are not able to access their year group's objectives should be focusing on the objectives from the previous year. Similarly, those children who are working above their age's objectives should work towards those for the year above.

Application of Spelling in Writing

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever increasing number of words accurately and to check and correct their work. This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing, and teaches proofreading skills.
- Guided and independent writing: the children apply what they have been taught. This is an opportunity to think about the whole writing process - composition as well as spelling, handwriting and punctuation.
- Marking the children's work: the teacher can assess their progress and ability to understand and apply what has been taught and then identify targets for further improvement.
- Teaching and practicing handwriting: learning and practicing a fluent joined style will support the children's spelling development.



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Spelling Journals

In Years 2 to Year 6, all children will be given a spelling journal which will move with them throughout the school. This journal will remain in school and children will use it to record the particular spellings they need to focus on in their work. The spelling journal will be used in the following two main ways:

1. As part of the 'Support for Spelling' teaching program: a regular part of the spelling activities involves the children identifying specific words that they need to continue to work on. These could be words exemplifying a particular pattern, or convention, of high-frequency words. These words are put into the children's spelling journals with tips on how to remember the spelling.
2. To record spellings arising from each child's independent writing: these words will be personalized to the individual child and will be those that frequently 'trip them up' as they are writing. These words can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell these words correctly in subsequent pieces of writing.

Children should have a manageable number of personalized spellings in their spelling journal at any one time and these should be reviewed each half term. Children should be taught to look for evidence of correct spellings in their independent writing and can then remove the word from the list once it has been consistently spelt correctly.

Spelling Walls

A spelling wall will be introduced in Year 1 to support children, allowing them to select words which they spell incorrectly in their writing. The wall will be used by the teacher to identify a word which is commonly spelled incorrectly. Children could then be given the opportunity to refer to this wall during future writing tasks. If appropriate, other year groups can adopt this practice in their classrooms.

Using dictionaries

Children should be taught to use a dictionary to check their spellings. By Phase 6, the repeated singing of an alphabet song at earlier phases should have familiarized them with alphabetical order. Their first dictionary practice should be with words starting with different letters but, once they are competent at this, they should learn how to look at second and subsequent letters, as necessary. Children will sometimes require support with certain spelling patterns such as 'ph'.

Links with handwriting

Developing a fluent and joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. As children are taught how to join letters, they can begin practicing letter strings and complete words, linked to the specific focus for teaching in the spelling unit.

Assessment and Monitoring

It is important that the assessment of children's spellings is meaningful for the child but also for the teacher when planning the teaching of spelling.



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Assessing spelling should not just be about identifying words that children spell correctly and incorrectly in a test, but consistently within their writing. It should be an opportunity to evaluate students' understanding of sounds and conventional spelling patterns. An awareness of the kinds of words that pupils find difficult, and the types of errors they make, is important when evaluating their spelling achievement and their understanding of language structures. For example, do they have a lack of phonetic knowledge, or are they confusing rules for spelling? Teachers should then use this assessment information to plan subsequent phonics/spelling sessions.

Additionally, children should record correct spellings for mis-spelt words in their own spelling journal (or on a shared spelling wall in Year 1). This will enable them to revisit and practice words when writing, through multi-sensory approaches – for example: looking, saying, hearing and writing words.

Self-assessment of pupils' own spellings is also essential as it encourages independence in learning and reflection on their writing. We should encourage children to proof-read and spot their own errors in written work, with reference to their spelling journals, spelling displays within the classroom, spelling strategy prompts and, when ready, dictionaries.

Each year, a team-based spelling competition will be held to raise the profile of spelling.

Marking of Work

Marking is integral to how we assess the children's writing. It should be purposeful, constructive and support the child by showing them how they can improve. It should also assist the teacher in planning the next crucial steps for learning.

When focusing on spelling within writing, children should firstly be given the opportunity to write freely and be encouraged to use spelling strategies they know. This ensures that the child is still motivated to write and promotes independence when spelling.

However, at the proof-reading stage, time should be given for checking any words the child is unsure of or unfamiliar with. When writing, children are encouraged to highlight these words by underlining them so that they remember to revisit them later.

They should then be encouraged to use their spelling journal/wall and any other spelling strategy prompts that are available within the classroom environment.

As teachers, our initial responses to a child's piece of work, particularly at the drafting stage, should be related to the learning objective and content (Composition and Effect). We should be concentrating on the positive aspects of the writing. During the proof-reading stage, the teacher should identify an appropriate but manageable selection of incorrect spellings. These words could be written correctly on the page for the child to see and then transfer to their individual spelling journal.

Homework

Children will be given weekly homework which is linked to that week's spelling sessions.



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Spelling lists

As part of assessment and monitoring, children will usually be given a spelling list to learn which will be linked to the spelling patterns and objectives they have been learning in spelling sessions. Spellings may also be linked to the high-frequency words or words from their spelling journal. The number of spellings they are given will be dependent on their year group and may be personalized to the individual child.

Although we want pupils to be challenged, we don't want them to feel overwhelmed.

| Year Group | Number of Spellings |
|------------|---------------------|
| Year 1 | 4 – 8 |
| Year 2 | 5 – 10 |
| Year 3 | 6 – 12 |
| Year 4 | 8 -15 |
| Year 5 | 8 -15 |
| Year 6 | 8 -15 |

The spellings will be sent home each week. There will also be a box where the score for that week's spelling test will be recorded (see Parental Involvement section).

Time Expectations

In line with our Homework Policy, children will be expected to spend a certain amount of time each day reading and/or completing their spelling homework. These timings are outlined below:

| Year Group | Time to be spent daily on reading and/or spellings |
|------------|--|
| Reception | 5 minutes |
| Year 1 | 10 minutes |
| Year 2 | 10 minutes |
| Year 3 | 15 minutes |
| Year 4 | 15 minutes |
| Year 5 | 15 minutes |
| Year 6 | 15 minutes |

Obviously, individual pupils will learn their spellings at different rates.



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Spelling patterns

In some cases, instead of a list of spellings to be learnt, a spelling pattern with an example may be given, which will be tested the following week - for example, when to double a consonant when adding a suffix.

hot + er = hotter

bag + ful = bagful

Definitions

Knowing the definitions of words that children are learning to spell is very important. When appropriate, this type of activity may be given as homework. For example, children might be asked to write a short definition next to each of their spellings on the worksheet provided.

Spelling Challenges

A spelling challenge will generally last over the course of a number of lessons and will be linked to the objectives which the children are being taught. For example, the challenge could involve children collecting words ending in both 'able' and 'ible'. It involves the children actively collecting words both at home and at school and it can be used each half-term as an alternative to the children having a weekly spelling list to learn. Children can search for words in dictionaries or on the internet and can ask family members, friends and teachers. The data gathered would then be used in spelling lessons.

Parental Involvement

To help parents support their children with spelling at home, a 'Guide to Spelling' will be sent home for children in Years 2 to 6 each year. This guide will include spelling strategies to help parents to support their children, top tips and helpful websites.

Each week, spelling homework will be sent home on a sheet of paper and the score for that week's spelling test will be recorded on this for parents to discuss with their child. If a teacher is concerned with the progress a child is making in spelling, then he/she will contact the parents. If a parent is concerned, then they should make contact with the class teacher.

Spelling journals and spelling books (where tests are recorded) will remain in school but will be available at parents' evenings.

In Key Stage 1, parents will be given the opportunity to attend an information session on how they can support their children at home with spelling and the teaching of phonics.



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The first hundred high frequency words

| | | | |
|-----------------|-------------------|---------------------|-------------------|
| 1. <i>the</i> | 26. <i>are</i> | 51. <i>do</i> | 76. <i>about</i> |
| 2. <i>and</i> | 27. <i>up</i> | 52. <i>me</i> | 77. <i>got</i> |
| 3. <i>a</i> | 28. <i>had</i> | 53. <i>down</i> | 78. <i>their</i> |
| 4. <i>to</i> | 29. <i>my</i> | 54. <i>dad</i> | 79. <i>people</i> |
| 5. <i>said</i> | 30. <i>her</i> | 55. <i>big</i> | 80. <i>your</i> |
| 6. <i>in</i> | 31. <i>what</i> | 56. <i>when</i> | 81. <i>put</i> |
| 7. <i>he</i> | 32. <i>there</i> | 57. <i>it's</i> | 82. <i>could</i> |
| 8. <i>I</i> | 33. <i>out</i> | 58. <i>see</i> | 83. <i>house</i> |
| 9. <i>of</i> | 34. <i>this</i> | 59. <i>looked</i> | 84. <i>old</i> |
| 10. <i>it</i> | 35. <i>have</i> | 60. <i>very</i> | 85. <i>too</i> |
| 11. <i>was</i> | 36. <i>went</i> | 61. <i>look</i> | 86. <i>by</i> |
| 12. <i>you</i> | 37. <i>be</i> | 62. <i>don't</i> | 87. <i>day</i> |
| 13. <i>they</i> | 38. <i>like</i> | 63. <i>come</i> | 88. <i>made</i> |
| 14. <i>on</i> | 39. <i>some</i> | 64. <i>will</i> | 89. <i>time</i> |
| 15. <i>she</i> | 40. <i>so</i> | 65. <i>into</i> | 90. <i>I'm</i> |
| 16. <i>is</i> | 41. <i>not</i> | 66. <i>back</i> | 91. <i>if</i> |
| 17. <i>for</i> | 42. <i>then</i> | 67. <i>from</i> | 92. <i>help</i> |
| 18. <i>at</i> | 43. <i>were</i> | 68. <i>children</i> | 93. <i>Mrs</i> |
| 19. <i>his</i> | 44. <i>go</i> | 69. <i>him</i> | 94. <i>called</i> |
| 20. <i>but</i> | 45. <i>little</i> | 70. <i>Mr</i> | 95. <i>here</i> |
| 21. <i>that</i> | 46. <i>as</i> | 71. <i>get</i> | 96. <i>off</i> |
| 22. <i>with</i> | 47. <i>no</i> | 72. <i>just</i> | 97. <i>asked</i> |
| 23. <i>all</i> | 48. <i>mum</i> | 73. <i>now</i> | 98. <i>saw</i> |
| 24. <i>we</i> | 49. <i>one</i> | 74. <i>came</i> | 99. <i>make</i> |
| 25. <i>can</i> | 50. <i>them</i> | 75. <i>oh</i> | 100. <i>an</i> |

The next 200 most common words in order of frequency

| | | | | | |
|---------------|------------------|-----------------|----------------|-----------------|------------------|
| <i>water</i> | <i>fox</i> | <i>let's</i> | <i>fell</i> | <i>two</i> | <i>its</i> |
| <i>away</i> | <i>through</i> | <i>much</i> | <i>friends</i> | <i>has</i> | <i>green</i> |
| <i>good</i> | <i>way</i> | <i>suddenly</i> | <i>box</i> | <i>yes</i> | <i>different</i> |
| <i>want</i> | <i>been</i> | <i>told</i> | <i>dark</i> | <i>play</i> | <i>let</i> |
| <i>over</i> | <i>stop</i> | <i>another</i> | <i>grandad</i> | <i>take</i> | <i>girl</i> |
| <i>how</i> | <i>must</i> | <i>great</i> | <i>there's</i> | <i>thought</i> | <i>which</i> |
| <i>did</i> | <i>red</i> | <i>why</i> | <i>looking</i> | <i>dog</i> | <i>inside</i> |
| <i>man</i> | <i>door</i> | <i>cried</i> | <i>end</i> | <i>well</i> | <i>run</i> |
| <i>going</i> | <i>right</i> | <i>keep</i> | <i>than</i> | <i>find</i> | <i>any</i> |
| <i>where</i> | <i>sea</i> | <i>room</i> | <i>best</i> | <i>more</i> | <i>under</i> |
| <i>would</i> | <i>these</i> | <i>last</i> | <i>better</i> | <i>I'll</i> | <i>hat</i> |
| <i>or</i> | <i>began</i> | <i>jumped</i> | <i>hot</i> | <i>round</i> | <i>snow</i> |
| <i>took</i> | <i>boy</i> | <i>because</i> | <i>sun</i> | <i>tree</i> | <i>air</i> |
| <i>school</i> | <i>animals</i> | <i>even</i> | <i>across</i> | <i>magic</i> | <i>trees</i> |
| <i>think</i> | <i>never</i> | <i>am</i> | <i>gone</i> | <i>shouted</i> | <i>bad</i> |
| <i>home</i> | <i>next</i> | <i>before</i> | <i>hard</i> | <i>us</i> | <i>tea</i> |
| <i>who</i> | <i>first</i> | <i>gran</i> | <i>floppy</i> | <i>other</i> | <i>top</i> |
| <i>didn't</i> | <i>work</i> | <i>clothes</i> | <i>really</i> | <i>food</i> | <i>eyes</i> |
| <i>ran</i> | <i>lots</i> | <i>tell</i> | <i>wind</i> | <i>soon</i> | <i>duck</i> |
| <i>know</i> | <i>need</i> | <i>key</i> | <i>wish</i> | <i>night</i> | <i>horse</i> |
| <i>bear</i> | <i>that's</i> | <i>fun</i> | <i>eggs</i> | <i>narrator</i> | <i>rabbit</i> |
| <i>can't</i> | <i>baby</i> | <i>place</i> | <i>once</i> | <i>small</i> | <i>white</i> |
| <i>again</i> | <i>fish</i> | <i>mother</i> | <i>please</i> | <i>car</i> | <i>coming</i> |
| <i>cat</i> | <i>gave</i> | <i>sat</i> | <i>thing</i> | <i>couldn't</i> | <i>he's</i> |
| <i>long</i> | <i>mouse</i> | <i>boat</i> | <i>stopped</i> | <i>three</i> | <i>river</i> |
| <i>things</i> | <i>something</i> | <i>window</i> | <i>ever</i> | <i>head</i> | <i>liked</i> |