

# Cottesmore St Mary Catholic Primary School

## Spelling Policy



**'Mane nobiscum Domine'**  
**(Abide with us O Lord)**

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Policy written by: Lucy Hancock

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Key person responsible for Spelling: Lucy Hancock

Other policies linked to this policy: Handwriting, Phonics, Assessment, Teaching and Learning, Writing, Marking, Homework

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## Spelling Policy Flow Chart for Teachers

### FOUNDATION STAGE AND YEAR 1

**Teaching:** Spelling is taught through daily Read Write Inc phonics lessons and through the explicit teaching of topic words and high frequency words. Children are supported in class through the use of phonic mats, high frequency word mats and displays in the classroom.

**Marking:** In Year 1 children's incorrect spellings are underlined as shown in the marking policy. This should be for a maximum of three corrections per piece of work. Children can use the classroom displays or word mats to help them correct their own work.

**Homework:** Children in Reception are given lists of hfw to learn how to read at home. Confident readers are encouraged to learn how to spell the words. The lists are derived from the First 100 words and Next 200 words appendices in Letters and Sounds. Children move through the lists at their own pace.

### YEAR 1

**Teaching:** Spelling is taught through daily Read Write Inc phonics lessons and through the explicit teaching of topic words and high frequency words. Children are supported in class through the use of phonic mats, high frequency word mats and displays in the classroom.

**Marking:** Children's incorrect spellings are underlined, with sp written nearby. The correct spelling will be written close by. This should be for a maximum of three corrections per piece of work. Once children have been trained to correct their own work, the word will then be written in green pen by the teacher at the bottom of the work. Children will then copy it three times in red pen.

Children can use the classroom displays or word mats to help them correct their own work.

**Homework:** At the first parents evening of the year, parents are given the word list for the year from the National Curriculum, so that they can work on these at home.

### YEAR 2

**Teaching:** For those still needing it, spelling is taught through the daily Read Write Inc phonics lessons. For children who have completed the Read Write Inc programme, they will have 15 minutes x 3 days a week of spelling lessons from the Read Write Inc spelling programme. Children are supported in class through the use of phonic mats, high frequency word mats and displays in the classroom.

**Marking:** From Year 2 onwards children's incorrect spellings are corrected by the teacher to a maximum of three corrections per piece of work. The mistake will be underlined, with sp written nearby and the correct spelling written close by or the mistaken part circled and corrected. The word will then be written in green pen by the teacher at the bottom of the work. Children will then copy it three times in red pen.

**Homework:** At the first parents evening of the year, parents are given the word list for the year from the National Curriculum, so that they can work on these at home. Anyone needing to recap any previous year's words will be given these as well.

### YEAR 3, 4, 5 and 6

**Teaching:** Children will have 15 minutes x 3 days a week of spelling lessons from the Read Write Inc spelling programme. Children are supported in class through the use of phonic mats, high frequency word mats and displays in the classroom.

**Marking:** From Year 2 onwards children's incorrect spellings are corrected by the teacher to a maximum of three corrections per piece of work. The mistake will be underlined, with sp written nearby and the correct spelling written close by or the mistaken part circled and corrected. The word will then be written in green pen by the teacher at the bottom of the work. Children will then copy it three times in red pen.

**Homework:** At the first parents evening of the year, parents are given the word list for the year from the National Curriculum, so that they can work on these at home. Anyone needing to recap any previous year's words will be given these as well.

# COTTESMORE ST MARY CATHOLIC PRIMARY SCHOOL

## SPELLING POLICY

### **Rationale**

At Cottesmore St Mary, we believe that learning to spell accurately is an important step to becoming fluent and effective writers. Good spellers spend less time and energy in thinking about spelling and more effort on their composition, sentence structure and word choice. At Cottesmore St Mary, children will become confident spellers through the systematic teaching of phonics and the explicit teaching of spelling strategies, rules and conventions. Pupils are helped to recognise which strategies they can use to support their own spelling.

### **Aims**

In order to spell we need both phonemic knowledge (the correspondence between letters and sounds) and morphological knowledge (the spelling of grammatical units in words, so that horse = one morpheme and horses = two). It also helps to have etymological knowledge (knowing where words have come from). The teaching of these elements is carried out using the Read, Write Inc phonics and spelling programmes.

### **PHONEMIC KNOWLEDGE**

**Phonics** Children are able to say a word, hear the sounds in the word and segment them in order to write the word. They can also break the word into syllables before they start so that they segment one syllable at a time.

**Spelling patterns and conventions** These are patterns that occur regularly. (e.g. *the consonant doubles after a short vowel.*)

**Homophones** Children get to know words with common pronunciations but different spelling. (e.g. *to, two, too.*)

**Analogy** Children use words that they already know to help them spell new ones. (e.g. *could, should, would.*)

### **MORPHOLOGICAL KNOWLEDGE**

**Root words** These words have one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant, table, girl, day*). They are also sometimes called the stem or base.

**Compound words** These are two root words combined to make a word (e.g. *playground, football*);

**Suffixes** These are added after root words, changing the meaning and often the spelling of a word (e.g. *beauty - beautiful, happy - happiness*). Some suffixes, called inflectional suffixes modify words. For example, they might show plurals (e.g. *boy - boys, fox - foxes*) or verb tenses (e.g. *walk - walks - walking - walked*).

**Prefixes** These are added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace, mistake*).

### **ETYMOLOGICAL KNOWLEDGE**

Understanding the origin of words helps pupils' spelling (e.g. *audi relates to hearing - audible, audience, audition*).

## **Policy into Practice**

### Spelling in Foundation Stage and Year 1

Children follow the Read, Write Inc phonics programme throughout Reception and Year 1. They have daily lessons in differentiated groups and during each session children are given the opportunity to practise spelling words using the phonemes they are learning. This learning is also consolidated by class teachers encouraging children to use Fred Fingers when trying to spell unknown words in other writing.

High frequency words and topic words will be learnt in class time. This will be through a number of methods, including explicit teaching, activities like Look Cover Write Check during Closing the Gap or Guided Reading sessions, displays in the classroom and word cards that children can use during writing sessions.

From the spring term in Reception, children will bring home a list of high frequency words from the First 100 words and Next 200 words appendices in Letters and Sounds to learn how to read. As their reading becomes more confident, they will be encouraged to learn how to spell them. The lists are updated by the class teachers at least weekly and children are able to move through the lists at their own pace.

### Spelling in Year 2

Children will continue to follow the Read, Write Inc phonics programme as long as is necessary in Year 2. They continue to have daily lessons in differentiated groups and to practise spelling words using the phonemes they are learning. Teachers still use Fred Fingers in their classes.

All children will have three x fifteen minute spelling sessions a week as a whole class. These will be from the Read, Write Inc spelling programme. Topic, high frequency and curriculum words will need to be taught during class time.

### Spelling in Year 3, 4, 5 and 6

All children will have three x fifteen minute spelling sessions a week as a whole class. These will be from the Read, Write Inc spelling programme.

Topic, high frequency and curriculum words will need to be taught during class time. If appropriate they can also be followed up in Closing the Gap time or form part of as one of a carousel of activities in Guided Reading sessions.

### How does marking support children's learning?

Children will also work on improving the spelling in their writing through correcting their own errors.

From Year 2 onwards, teachers will encourage children to use classroom displays and word mats to help them correct their own work, before handing it in to a teacher.

The teacher will then correct spellings as part of their daily marking. They will underline the word in green and write sp, in line with the marking policy. In addition, they will write the correct version of the word as close as possible to the error, or just highlight the part of the spelling that was incorrect.

Eg,    was            e  
      woz            they  
          sp            sp

The teacher will also write the correct word in green at the end of the piece of work. The child will be provided with time, as part of their red pen marking time, to write the word out three times. Teachers will correct a maximum of 3 spellings per piece of work.

Year 1 will also follow these guidelines, once the use of red pen has been established in the classroom. This will usually be by the Spring term for most children and by the Summer term for all children.

The correction of spellings will happen across the curriculum. In maths books, only mathematical words will be corrected. In RE books, only religious words will be corrected. In Literacy and the wider curriculum, the most obvious words will be corrected.

### What evidence of children's progress will be collected?

All children who are being taught using the Read, Write Inc spelling programme will complete their work in a Spelling Record. This can be used to check how well each child is doing with each task. Teachers will keep a tick list of progress to inform their future planning and decide how long to spend on a unit and whether they need to include the consolidation parts of the scheme. Teachers will also use their writing to check that previous learning objectives are being used independently. If not, objectives from previous years or earlier in the year can be revisited. At the end of each year, a summary test is provided with the programme, so that their new teacher will be aware of the need to revisit any objectives.

### **How are parents involved in their child's learning?**

In Reception, children are given lists of high frequency words to learn how to spell at home. The lists are derived from the First 100 words and Next 200 words appendices in Letters and Sounds. Children move through the lists at their own pace and the list will be changed as soon as the child has learnt the previous list. In addition, children who are learning the Set 2 and 3 sounds in their phonics groups are provided with daily lists of words to practise reading and spelling at home. These are based on the phonemes they are currently learning.

For all children in Year 1 and above, parents will be given a list of the spellings for that year group from the National Curriculum. This will be provided at the first parents' evening in the Autumn term.