



**Stockbridge Primary School**  
**Spelling Policy Guidelines**

**March 2017**

*"Providing children with core over-learning opportunities that focus on the use multi-sensory teaching strategies, ensures we provide ALL our learners with the opportunity to succeed."*

*Many of our children too easily label themselves as 'poor spellers.' We need to ensure a learning environment that enables all to experience success and to see themselves as successful learners."*

Hilary Aitken (Chartered Teacher - Lead) CEC Literacy/ Dyslexia Support Team

**Our Vision**

Spelling is integral to a learner's self esteem and ability to communicate in writing. Through our differentiated and motivating approach to the teaching of spelling all learners will be given the opportunity to make progress with their spelling and be able to communicate their needs and ideas confidently in writing.

**Aims**

The key aims of our Spelling guidelines are to:

- provide an effective framework for the delivery of high quality learning and teaching in spelling lessons;
- increase staff skills and confidence in teaching spelling;
- ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of spelling skills and can apply these skills effectively and confidently across learning;
- promote progression and continuity at all stages and across areas of transition to ensure all learners are provided with support and challenge within their spelling lessons;

- promote rich collaborative learning opportunities through our spelling programme;
- build on our whole school work on growth mindsets by modelling language such as 'I can't do it, **yet**' (Carol Dweck);
- raise levels of achievement and attainment in spelling among all learners.

### Our Approach to Spelling

Pupils in Primary 1 and 2 learn spelling through the phonic and common word approach of the Literacy Rich Edinburgh programme. Across the school and from P1 children will be taught to use cursive handwriting. (Cursive writing has been shown to aid spelling as children develop muscle memory connected to spelling each word.)

From P3 pupils will progress through Fry's common word lists and following the spelling list connected to the SWST. Throughout the school we will continue to teach phonemes and use phonic speech to develop decoding for reading and encoding for spelling.

The teaching of spelling will be broken down into the following three main areas:

#### **Phonic words**

Pupils, throughout the school, will be taught to spell using a systematic approach. We will teach a phonic spelling pattern every week. This will be taught to the whole class. This will allow partner work and cursive handwriting practice to be linked to the classes spelling phoneme. By following Literacy Rich and then the LDST order of teaching phonics and SWST phonic word lists, the pupils will work progressively throughout their time at school.

The class will learn the same sound each week but phonic spelling lists will be differentiated. Pupils will start the week looking for the words they don't know how to spell from the classes' phonic spelling pattern list. These words then become the child's phonic focus for the week. Pupils will be afforded opportunities to practise them collaboratively and individually through a wide variety of interactive activities. Throughout the school pupils will be trained to use 'Look, Say, Cover, Write and Sound Out (phonetically), Write, Check,' Tallying, 'My turn your turn', Finger Spelling and Grapheme Marking techniques. (See appendix for explanation of these strategies.)

Throughout school teachers will model 'think out loud' spelling using phonics. This constant reminder of phonic spelling strategies will reinforce the skills for

decoding and encoding. It will also reinforce sounds to children who otherwise lose the ability to recall pure phonetic sounds.

### **Common Words**

The teaching and learning of common words will be included within our weekly timetable. Pupils will work through the Fry's Common Words lists using partner work. The Simultaneous, Oral Spelling (SOS) technique will be used to reinforce common words that are being misspelled.

**Children will receive a certificate to mark the completion of learning their common words. Correctly passing the first 100 common words will receive a bronze certificate; followed by silver for 300 words, Gold for 600 words, and platinum for 1000 words?**

### **Positive marking of Writing / Spelling Connection**

It is vital that children are given opportunities to learn the words that they have misspelled in their own writing. Pupils will use their 'Have a Go' Word Books rather than simply asking the teacher how to spell a word. They will be trained to say 'Is this how you spell it?' rather than 'How do you spell it?' Again they can work collaboratively and check with a partner.

Sometimes, when writing, looking up a word can break a child's train of thought. Pupils will be encouraged to:

1. Leave a space
2. Draw a light pencil line (the magic line)
3. Write the first letter
4. Write any known feature of the word

**When writing is completed they can use their 'Have a Go' book or look the word up in a dictionary. Words that continue to be misspelled during writing should become a focus for the child using SOS or mnemonics or precision teaching. When marking the error should be highlighted. For example, if cousin was spelt 'cusin', the marker would place an 'ou' above the 'u'. We will continue to encourage the development of vocabulary, and the correct spelling of topic words as a result of word walls.**

**Suggested planning timetable for spelling -**

<p><b>Monday Intro Lesson Teacher led</b> 30 mins</p>	<p>Whole class review sounds from phonics list. (Say) Introduce new sound using differentiated (Say) Read the words (Say) MTYT (Say) Take 2 (child finds 2 additional words from their jotters they have mis-spelled and adds them to their group list) (Write)</p>		
<p><b>Tuesday &amp; Wednesday Consolidation Child Led</b> 10-15 mins</p>	<p><b>Say</b> TTYP flashcards guess which mnemonics rhyme say/ sing syllables word tennis</p>	<p><b>Write (Using cursive script)</b> rainbow spelling hi-light spelling pattern from a text alphabetize your spelling list word search word muddling spelling shapes/ pictures friends and enemies tracing back writing air writing dictation hangman</p>	<p><b>Make/Do</b> tallying word clapping partner L,C,S,W,Ch find words within words noughts and crosses model/make word with materials matching games finger spelling magnetic boards typing cutting stamp it out dictionary hunt spelling aerobics</p>
<p><b>Thursday Consolidation 15 mins</b></p>	<p>LSCWCh - children write their words including their individual words using cursive script (Do,Say,Write)</p>		
<p><b>Friday Common Words 15 mins</b></p>	<p>Children choose 5 words from the common words list to practice using one of the spelling strategies above.</p> <p>The class teacher may have identified common words from incorrect spellings during the week.</p> <p>Able learners who have worked through the common word lists will work on topic vocabulary.</p>		

**Resources**

- Edinburgh Literacy Rich Programme P1/2
- Differentiated Spelling Lists P3-7
- Fry's Common Word Lists
- Planning proformas with suggested active spelling activities

### **Assessment and Tracking**

We assess and track learners progress in spelling in a variety of ways.

<b>Weekly</b>	<b>Ongoing</b>	<b>Termly</b>	<b>Annually</b>
-Self assessment -Peer assessment -Look, cover, sound out, write, check	-Teacher praise -Assessment of application of spelling patterns in pupil writing	-Summative test of sounds covered that term	-Single Word Spelling Test (SWST)

### **Support for Learning/English as an Additional Language.**

Pupils with Additional Support Needs will be supported in line with the Stockbridge Primary School Additional Support for Learning Policy.

If a pupil has been assessed as needing additional support strategies outlined in the policy such as use of ICT programmes, group phonics revision sessions with the support for learning teacher P1/2, inclusion within the Read Write Inc programme P3/4 or Fresh Start P5-7.

Through our provision of a literacy rich environment we strive to support all learners with their language development. Where a pupil has been assessed as having early levels of English acquisition the class teacher will work in partnership with the EAL teacher to provide appropriate resources and support. This may include access to home language resources and team teaching with the EAL teacher.

### **Home/School link**

We host a Curriculum Evening for each stage in September of every year. At Curriculum Evening staff will provide parents with a clear vision of our approach to the teaching of spelling and how parents can support their child at home. Any parent who is concerned about their child's progress is encouraged to contact the school. Parents of pupils who are experiencing difficulties are invited to attend additional meetings with teaching staff and the additional needs team to discuss further strategies of support.

Parents will be provided with a booklet of the spelling sounds that will be taught that term and word lists linked to these sounds. Learners will be asked to practice the sound of the week using one of the many active spelling activities provided.

### **Monitoring and Evaluation**

The Senior Leadership Team is responsible for the monitoring of attainment and achievement in spelling and the evaluation of this policy. This policy will be reviewed on a bi-annual basis.

## **APPENDICES**

### **SOME STRATEGIES REFERED TO IN THE POLICY**

#### **APPENDIX A**

##### **Turn to your partner (TTYP)**

TTYP works well when the differentiated list of words is on the board are visible to the children. One partner faces the board the other faces the partner so that they can't see the board. As a class, they've had a chat about the social goal and know how to encourage effort. The partner asks the child to spell the word using their fingers. The partner checks if they are correct. They then give the partner a 'well done or thumbs up' before asking the next word. This can be done in a 'give five get five style', so that the children keep moving through the list whilst the teacher supervises and gives thumbs up or smiles to children giving thumbs up. By ensuring this process is with different partners across the week the class identify with the idea that everyone helps everyone learn. It also means that some children will be developing their reading skills, as they will need to use word attack skills to read the word they are asking their partner to spell- this is to be encouraged, as it develops learning. The partners should be made aware that if their peer can't read the word, they support each other to read the word before the partner being asked to spell the word turns away from the board to allow the peer to check the word is being spelt correctly using finger spelling. (Much as you would do with mixed ability reading, the class know that an action like tapping the table identifies their partner needs help reading a word.

#### **APPENDIX B**

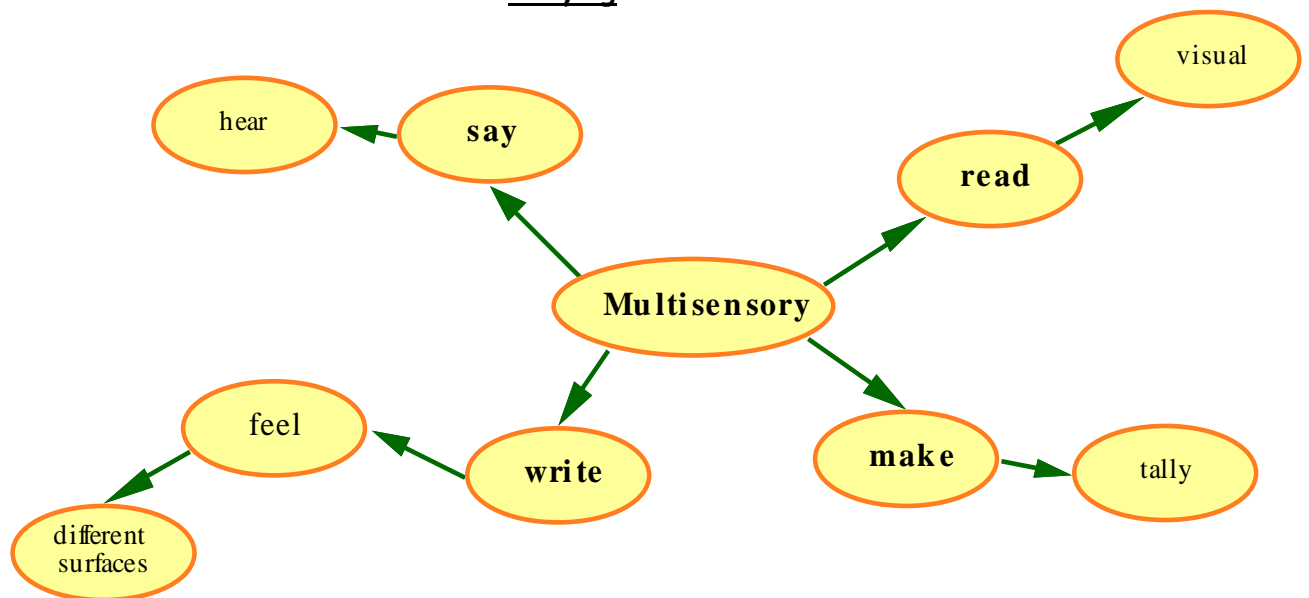
##### **Simultaneous Oral Spelling. (SOS)**

S.O.S. (Simultaneous Oral spelling) is a recognised method for learning the spelling of irregular words.

- 1) The **adult prints** the word.
- 2) The **adult says** the word.
- 3) The **child repeats** the word.

- 4) The **child writes** the word underneath the adults writing in **joined handwriting** (where possible), **saying the letter names** (or sound HA) as he/she writes them.
- 5) The **child says** the word **again**.
- 6) The **child checks** the word.
- 7) The **child repeats steps 3-6** until the word has been **written correctly three times**.
- 8) The child then **covers the word** and tries to **write it from memory**, saying **each letter name (or sound HA)** as he/she writes it.
- 9) The **child checks the word again**.
  - If it is **correct** the procedure starts all over again with a new word.
  - If it is **wrong**, repeat steps 3-9.

**APPENDIX C**  
**Tallying**



Use blocks / counters

- **say** & stretch out words → c.....a...t  
then tally

■ ■ ■ = 3 sounds

then write

Question: How many letters? How many sounds?

→ sh.....o....p = 3 sounds

■ ■ ■

→ j.....u....m....p = 4 sounds

■ ■ ■ ■

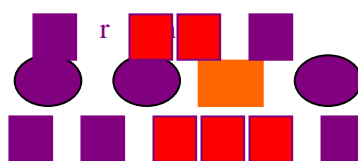
- for vowel digraphs use a different counter for vowel sound and **use the sound ruler**

rain → r ai n

● ■ ●

If preferred

bright →



Magic time ^

make → m a k e



## APPENDIX D Finger Spelling

Using either or a mixture of: 5,4,3,2,1 show me (ka-ching) , MTYT or TTYP.  
Children hold up fingers to represent the sound.

First sound is always on the thumb of the non-writing hand.

When two letters make one sound children cross fingers together... so they know how many letters to write, but also they reinforce their knowledge of which combination of letters make one sound.

Partner checking keeps this active, and also means everyone is accountable to answer.

Crashing the sounds together helps them blend for spelling.

Once all sounds are tapped out by the handwriting hand, (or chin, if both hands are needed to spell the word) the child then says the full word they are spelling;  
e.g train = t, r, ai, n

thumb = t,

next finger = r

next two fingers crossed over = ai

final finger = n

## APPENDIX E Spelling common words

- frequent short practice is better than one or two long sessions
- learn by SOS → must learn word as a whole
- teach social vocabulary, maths words, days, name & address, common words
- look for the "tricky" parts in a word → "was" "a" says "o"
- teach how to identify syllables then spell each "chunk"



- show how to check work "backwards" =Proofreading by reading sentence backwards to check for any missing words.
- mnemonics help some children especially if they can make up their own
- use Co Writer (with flexible spelling on) and spell checkers

## APPENDIX F

### Visualisation Spelling Strategy

Part 1 Before you start:

- Spelling is a skill that you can learn
- Think of something that you know well, feel good about how well you know it
- Think of something you've learned and how you managed to do it

Part 2

- Look at the word so that you can see it easily
- Look up and left (if you are rh) picture the letters in your mind until all the letters are put up and left. Use colours if you like.
- Remember the helpful hints can make it easier
- How do you feel? Is it good?  
Yes - keep going  
No- go back to part 1
- Put spelling word out of sight
- Read or write down the letters you see in your mind (backwards or forwards) Do the letters match? How do you feel? Like you will never forget? Make a stronger picture in your mind if needed

## APPENDIX G

Dictation: to give practice using words in context. Vocabulary is controlled.

- make sentences which contain the words which are currently being taught as phonics and common words
- start with sentences that are not too long
- read sentence to pupil, pupil repeats it, continue to M-T-Y-T until pupils know the sentence, (teacher uses different voice, Kung Fu punctuation, different words emphasised, checking how many words) then pupil writes it and then reads it back

- increase length of sentences as memory for recalling whole sentence improves
- teach punctuation as well as up levelling sentence using one of the weeks spelling words
- encourage pupil to occasionally compose own sentences from words currently being taught

#### APPENDIX H

#### Precision Teaching - A structured daily monitoring/ over-learning device.


- Useful for developing the spelling or reading of common words.
- Use for words that the child has been stuck on for a while and requires extra reinforcement to learn.
- You choose how to teach (e.g. SOS) and use Precision Teaching to monitor and develop learning.
- Use a half size jotter.
- Undertake daily during the lesson and get parents to follow up at home.
- OR Do at the start and the end of each lesson.
- By the time a word comes off the bottom of the list it will have been seen and read/ spelled 50 times.

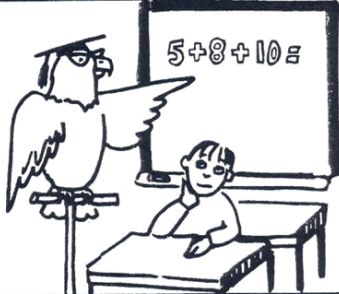
## APPENDIX I

### Mnemonics

- can be used to support spelling of a common word which a child finds particularly tricky
- help some children, especially if they can make up their own and add their own drawing (visual)
- work best when the 1<sup>st</sup> word in the mnemonic is the word the child is trying to spell

said	Said Alan, "I'm daft!"  said	
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use	Use some elastic  use	
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because	Because eagles can add up so easily  because	
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## APPENDIX J

### List for Teaching Phonics

<b>alphabet sounds</b> (names) bu, ff not fe, ll not li	a b c d e f (ay bee see dee) * b not
<b>cvc words</b>	car leg pig dog jug
<b>consonant digraphs</b>	sh ch th wh qu +ck
<b>consonant digraph words</b>	e.g. shop fish chip much thin with when quit sock
<b>simple vowel digraphs</b> ou(loud)	ay ai ee ea igh y oa ow(low) oo ew
*See sound ruler	ow oi oy au aw all wa
<b>final consonant blends</b> lm rt sp ct xt	mp ft st sk nd nk nt lt lf lp lk
<b>initial consonant blends</b> sk sw	bl cl fl pl sl gr br cr fr pr dr tr sp st
<b>twin letter words</b>	ff ll ss dd gg zz
<b>initial/final blends</b>	e.g. plant spend slink stop trust
<b>triple blends</b>	scr str spr spl shr thr
<b>magic e</b> tube	e.g. same here bite rope
<b>regular multi-syllabic words</b> hippopotamus	e.g. kitten animal caterpillar
<b>vowel digraphs</b> ou(loud)	ay ai ee ea igh y oa ow(low) oo ew
(with initial/final blends)	ow oi oy au aw all wa
<b>endings</b>	y ed er ing le
<b>soft c/g +ph</b> photo	e.g. face city fence stage giant edge
<b>silent letters</b> castle wrong	k b l h t w knit lamb half ghost
(er ir or ur words)	herb girl word nurse
<b>prefixes</b>	e.g. respect pretend demand intend