



Farmilo Primary School and Nursery

Spelling Policy

We follow the National Curriculum 2015 and the breakdown of this into the spelling curriculum from the Nottingham Primary Team. Expectations and a copy of this is provided in the appendices at the back of this policy.

The Phonics policy works alongside and as a forerunner to this document in supporting the teaching of spelling.

Core Principles

- Spelling is a skill that **can** be taught
- Spelling is not just sound written down
- There is a spelling meaning connection in the English language and children will be taught this
- Visual similarity between words helps us to understand written language quickly and learn new vocabulary
- There is a connection between the sounds spoken in words and their spelling (phonics)

Spelling Concepts

- The sound-spelling connection – sounds are represented by letters/groups of letters
- The meaning spelling connection – words with shared meanings share spellings

Five Core Principles

- Speech sounds are spelled with single letters or combinations of up to 4 letters
- The spelling of a word can vary according to its position in the word
- The spelling of some sounds are governed by established conventions of letter sequences and patterns
- The meaning of words and word parts determines spelling
- The origin and history of words can explain their spelling

Meaning and Memory

We remember things that carry meaning.

Vocabulary concerns itself with the meaning of words.

If we are to improve the accuracy of spelling we need to increase the range of words that pupils can spell, we need to deepen and broaden their vocabularies.

Building Vocabulary

In order to deepen new or existing vocabulary the learner must link to secure vocabulary to use as a reference for interpreting this new information.

The greater the number of secure links, the deeper the understanding.

Checklist for new vocabulary

1. **Introduce** word (e.g. lurk)
2. Make **links** to know word (hide, sneak, creep)
3. **Explain** – when something lurks it hides and waits to do something bad
4. **Illustrate** the word with examples e.g. the monster lurked under the bed
5. Check **understanding**
 - Examples and non-examples e.g. would someone lurk when they waited for the bus?
 - Generate own examples e.g. tell your partner why you might lurk under the bed and why
 - Sentence openers e.g. the bully lurked behind the fence because
 - Yes/no question e.g. do teachers lurk in the playground
6. Practise
7. Teachers will use synonym trees and wordometers as part of their practise of introducing new vocabulary

Word Study -The investigative approach

Effective spelling strategies involve children investigating words to find visual patterns

Structured Spelling Inquiry (SSI)

Use of SSI engages children in active purposeful exploration of words. It follows a structured process -

SORT

LABEL

EXPLAIN

TEST - wider/deeper

DEFINE

We will use this process when teaching spelling at Farmilo.

Position Matters

Some sound spelling choices depend on the position of the sound in the word. Pupils will be taught these rules through SSI.

Syllables

Understanding syllables is critical for understanding spelling. It helps children to separate longer words into manageable units and remember when to double letters.

Word Sums

Children will be taught word sums from Y1 (compound words). In Y1 words are built where the addition of the affix does not change the base word e.g. cat+s=cats

In KS2 these word sums can be transferred to word maps. A word map is a visual way of representing a range of words that can be built from a single base.

The spelling curriculum states which affixes will be taught in each year group.

Please see the spelling curriculum for further details.

Spelling Tests

KS1 children will use star and rocket words as spellings to learn at home.

Y2 onwards - Spellings will be linked to a spelling pattern and 5 will be given each week for the children to learn at home. They will then be tested later in the week on these spellings as well as being tested on 5 unknown words also containing the spelling pattern for the week. Children will be awarded one mark for the correct spelling of the letter pattern and one mark for the correct spelling of the whole word. This means the spelling test will be out of 20 each week.

How a spelling week / grammar week might look in KS2

Monday – Word Study spellings given linked to investigation, whole class SSI approach – linked to phonics KS1

Start word tree for the week – looking at different types of synonyms – exposure throughout the week – reading, writing, speaking and listening

Tuesday – spelling blast – revisit rules /test deeper

Wednesday, Thursday, Friday – Grammar blast

+ spelling test on Friday

Reinforcement of grammar in big write

KS1- phonics daily + **Wednesday, Thursday, Friday** – grammar blast as starters to literacy sessions.