



# Hillside Primary School

## Spelling Policy

“Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.” NC 2014

### Intent

At Hillside School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help. We particularly want to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing children opportunities to develop a rich and exciting vocabulary, we enable them to become effective communicators.

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- develop and teach the children to use a range of effective spelling strategies
- encourage creativity and the use of more ambitious vocabulary in their writing
  - enable children to write independently
  - enhance proof reading and editing skills
  - encourage children to identify patterns in words and spellings.
  - promote a positive and confident attitude towards spelling
  - help children to use a range of dictionaries and spell checks effectively
  - provide equal opportunities for all pupils to achieve success in spelling

## Implementation

The FFT Success for All Phonics scheme (for Reception, Year One and some Year Two) has a spelling strand and children will be taught this daily.

Other year groups also have timetabled spelling lessons.

As the children move up the school we teach them a range of spelling strategies in order to appeal to a variety of learning styles. These include:

- Identifying syllables in words in order to break words into smaller parts
- Identifying base words e.g. smile- smiling- smiled
- Analogy- Using words already known to help spell new words e.g. could, would, should.
- Mnemonics - making up sentences to help remember the spelling of a word.
- Finding words within words
- Making links between the origin of words and their spelling ( etymology)
- Using word banks and dictionaries
- Learning different spelling patterns and investigating new spelling rules.
- Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling
- The use of ICT resources
- Sending spellings home for children to practise and learn

We understand that children have different learning needs, therefore throughout the school the children will be offered a wide range of spelling activities to provide a stimulus for all learning styles. They may take the form of:

- Paired, individual, small group or whole class teaching
- Whiteboard work
- Dictionary and thesaurus activities
- Audio visual activities (Video, DVD, On-line)
- Writing experiences through play
- Word games, crosswords, puzzles
- Specific homework activities
- Investigative work
- Editing and re-drafting work
- Creating word banks linked to topic work or high frequency words
- Word play activities
- Action rhymes and songs
- Creative work

We also use dictation regularly to both practise and assess the children's spelling skills.

Each class has a large display poster showing the various spellings of English phonemes to which the children can refer. Some classes – Lower Key Stage Two – have individual spelling mats for the children to use when writing.

## **Impact**

We hope to see children's spelling ability improving and a greater degree of automaticity in writing words independently correctly.

The end of year spelling assessments for year groups Two to Six will show a significant rise in scores.