

Haddington Primary School



Spelling Policy

August 2021

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(To be read in conjunction with Learning and Teaching, Assessment and Literacy Policies)

RATIONALE

Spelling is a component of literacy ...

the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

Curriculum for Excellence - Literacy and English

The teaching of spelling at Haddington Primary School takes account of the Curriculum for Excellence Literacy and English experiences and outcomes, and also the East Lothian Council Literacy Curriculum Framework. (see Appendix 1)

AIMS

In Haddington Primary School, through the teaching of spelling, we will:

- support and encourage children to become independent and confident spellers
- help children to communicate effectively within and beyond their place of learning

LEARNING AND TEACHING

Spelling will be taught in a fun, motivating and interactive manner using a wide variety of activities. Children are actively involved in their own spelling development with opportunities for consolidation and challenge. They investigate and explore words through planned activities so that they can recognise patterns and generate rules for themselves. Instead of having an isolated bank of words, which they may or may not remember, they are supported to develop an understanding of the way words work and improve their knowledge of memorable rules. The teaching of spelling follows a weekly lesson overview, with specific activities carried out on each day. (see Appendix 2)

To become confident and independent spellers, children have constant exposure to words through daily practice. They engage in regular spelling activities every day in school. Teachers give explicit instructions to ensure that children further their knowledge of rules and their exceptions, in addition to developing strategies to support spelling. Repetition is key to becoming a competent speller.

Reading and spelling are both based on the alphabetic code. Reading is decoding (breaking down) the code and spelling is encoding (building up) the code. For many people learning to read is easier than learning to spell. This is partly because it is easier going from concrete to abstract, which is the reading process, rather than abstract to concrete, which is the spelling process. For this reason when we teach spelling we begin without displaying the word written down. We enable our pupils to say the word, break it down into individual sounds then match a sound to a grapheme, and then write the word.

Planned activities should be multi-sensory and based on four key learning styles:

- **Aural and oral** - hearing and pronouncing words; emphasising and exaggerating pronunciation to support learning (e.g. *Wed-nes-day*); breaking down words into syllables or phonemes.
- **Visual** - remembering common patterns; writing down words to check if they look right; looking for words within words.
- **Kinaesthetic** - writing common patterns; tracing over words; sky writing as letters are spoken; getting the feel for common handwriting joins; sentence dictation.
- **Cognitive** - knowing rules; knowing possible and impossible letter combinations; identifying root words, suffixes and prefixes; using knowledge of grammar and making use of mnemonics.

IMPLEMENTATION

Classes should be organised into spelling groups to ensure that children work on spelling words matched to their ability. Spelling should be differentiated by word difficulty and/or the number of words to be learned. At Haddington Primary School, the spelling word lists that children learn come from a variety of sources:

- Haddington Primary School Spelling Programme (see Appendix 3)
Children work through a progressive spelling programme, which is based on word patterns and common rules. In Primary One the teaching of spelling focusses on phonics linked to the RWI programme. From First Level, the weekly spelling programme is followed, with a new spelling word list taught each week. The whole class focus on a particular spelling pattern at the same time, with differentiated words for each spelling group. Children are introduced to the words as a whole class so that words and their meanings can be discussed together. This means that children in lower ability spelling groups are exposed to words that they may not be able to spell, but this discussion will help to expand their general vocabulary.

This is a systematic and progressive programme which covers specific spelling patterns in each school year. Rules are taught when they apply to a particular pattern. The programme is structured as a spiral, constantly revisiting previously learned concepts but at a progressively higher level. This progressive programme allows for revision, consolidation and challenge, thereby deepening and extending spelling and word knowledge.

At all stages there will be children who are 'natural' spellers and can learn new patterns, words and rules quickly. These children will be challenged in their spelling through differentiated word lists and extension tasks. At the upper stages, some children may not need to continue with the routine spelling activities. In this instance, they are given appropriately challenging activities to further develop their interest in words and their meanings. Similarly, there may be children who experience specific or exceptional difficulties with spelling. Teachers will devise an alternative programme of work which is more suitable for these children to ensure work is at an appropriate level.

- High Frequency words - Our Precious Jewel words (see Appendix 4)
High frequency words, which make up a significant proportion of all written material, are also taught. Children work through the 7 levels starting at Primary 1. Following assessment, teachers identify which words children need to work on. Once children can confidently spell the most common words, they consolidate any errors that appear in their writing.
- Writing/Cross-curricular words
Children are given time to learn words that they regularly misspell in their own writing. These words may be part of the high frequency word lists so would be added to the list a child is working on. If the words are not, but are beyond the child's spelling level, they are given the opportunity to learn these words in order to avoid repeated misspelling.
Children also learn words that they can use in other curricular areas e.g. days of the week, months of the year and words relating to a topic in class.

Resources

Teachers make use of a range of resources to support spelling development in their classroom, including Interactive whiteboard resources, word lists, multi-sensory activity cards and spelling games

Children have access to a range of resources in class to support their spelling. These include dictionaries, high frequency word lists, topic specific words and spell checkers. Children are taught how to use these resources and encouraged to use them independently.

Each classroom has a spelling wall display showing the Speed Sounds chart, current spelling word lists, words previously taught and high frequency words. This is referred to regularly and used by the children to support their spelling in literacy lessons as well as other curricular areas.

All children have a spelling jotter to complete spelling tasks highlighted in the weekly lesson overview.

ASSESSMENT & TRACKING

A Single Word Spelling Test (SWST) is carried out twice a year in August and May. This assessment will be carried out from the end of Primary two. This allows teachers to plan for groups and gauge progression from year to year. Teachers also make use of ongoing assessments of spelling progress through classroom observation, regular check-ups and evidence contained within children's written work. These assessments are used to identify gaps in spelling knowledge and ensure that teaching activities are tailored to current needs and abilities. Information regarding pupil progress is passed on at the end of the school year to the next class teacher.

Terminology

- **Grapheme** - is a letter or a number of letters that represent a sound in a word.
- **Special friends (digraphs)** - Sounds which have 2 or 3 letters representing them, e.g. /ch/, /ng/, /th/, /sh/, /igh/, /air/.
- **Chatty friends** - when 2 letters are separated by another letter, e.g. /i-e/, /o-e/ in words such as time, home.
- **Hold a sentence** - is a dictated sentence which includes words that children have already been taught how to spell. It teaches children to remember a whole sentence in their head before they write it down with the correct punctuation and spelling. This is not a copied sentence. As children learn words in context it gives them a memory framework to identify the most likely spelling. This should be assessed using peer and self-assessment, where possible.
- **Word Sort** - Each individual or group is given a selection of words containing different graphemes for the same phoneme, e.g. blue, flu, grew, soup, moon, tube, glue, flew, cube, shoot. Pupils sort these into groups of words with the same grapheme. As a written task, pupils are given a sheet with the grapheme headings at the top of several columns across a page. Words that have been covered are read aloud and the children write them under the correct heading. Once all of the words in the list have been read out, the children can add in other words that they know that fit with the grapheme heading.

Literacy and English, Experiences and outcomes - Writing

Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning

- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT 0-13a / LIT 0-21a**
- I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**
- I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

Link to the East Lothian Literacy Curriculum Framework

Spelling and Phonics

On Track in P1	<ul style="list-style-type: none"> • I can identify the correct letter for a spoken phoneme. • I can accurately identify the phoneme for a given letter. • I can say the sounds for all lower case letters and most upper case letters. • I can identify phonemes at the start, end or middle of words.
On Track in P2	<ul style="list-style-type: none"> • I can recognise and use initial and final consonant blends. • I can recognise and use simple digraphs. • I can word build using onset and rime. • I can use simple phonic strategies to make a recognisable attempt at spelling new words. • I can spell some common words correctly. • I can spell some words from vocabulary being used across the curriculum, e.g. from topic work, reading book and word banks.
On Track in P3	<ul style="list-style-type: none"> • I can recognise and use words with triple initial and final consonant blends. • I can recognise and use words with more complex digraphs. • I can identify and use simple suffixes and prefixes, and can describe the relationship with the root word. • I can use rhyme and analogy to build words. • I can use developing phonic strategies to an attempt at spelling new words. • I can spell many common words correctly. • I can spell many words from vocabulary being used across the curriculum, e.g. from topic work, reading book and word banks. • I can use tools to help spell words correctly, e.g. word-bank and dictionaries.
On Track in P4	<ul style="list-style-type: none"> • I can recognise and use alternative digraphs to develop my spelling knowledge. • I can use a range of phonic strategies to spell new words. • I can use suffixes and prefixes and identify their relationship to the root word. • I can spell a wide variety of common words correctly. • I can spell words from vocabulary being used across the curriculum, e.g. from topic work, reading book and word banks. • I can spell a range of words accurately, using a dictionary when necessary.
On Track in P5	<ul style="list-style-type: none"> • I can use spelling rules within my writing • I can use rules and spelling patterns to help me spell words that are more challenging. • I can accurately spell a wider range of common words, including some words required for specialist subjects. • I can spell a range of words accurately using a dictionary when necessary. • I can use spell check tools on the computer
On Track in P6	<ul style="list-style-type: none"> • I routinely apply spelling rules in my writing • I can use rules and spelling patterns to help me spell words that are more difficult. • I can spell a range of specialist words needed for particular curricular areas. • I can spell a wide range of words accurately, using a dictionary when necessary. • I can use spell check tools on the computer to help with my spelling.
On Track in P7	<ul style="list-style-type: none"> • I apply spelling rules within my writing. • I can use rules and spelling patterns to help me spell words that are more challenging. • I can spell a range of specialist words needed for particular curricular areas. • I can use a dictionary with confidence.

Weekly lesson overview

Monday Introduction to spelling words
<ul style="list-style-type: none">• Use new spelling list for the week• Say (do not write it yet) each word and count the number of sounds e.g. C-a-t (3 sounds)• Talk about how you would write each sound as you write it on the board. Refer to the sound chart for blends, diagraphs and alternative ways of writing a sound.• Ask children to identify diagraphs and underline them on the board.• Model sounding out the word (stretch) and then saying it. Ch-a-t = chat• Ask the children to repeat it, then ask them to stretch and say the word to their partner.• Talk about the meaning of the word. Say the word in a short sentence that shows the meaning of the word. For some words you may need a more elaborate explanation.• For challenge, ask the children to put the word in a sentence.• Ask the children to think of ways the word can be grown or shrunk e.g. happy to unhappy, happiness, happily. Discuss the terminology root words, prefix and suffix.• Repeat this for each word.
Tuesday
<ul style="list-style-type: none">• Say the word you studied yesterday and count the number of sounds in each word. Talk about any diagraphs that you hear.• Ask the children to attempt to write the words in their spelling jotter. Once they have done this, you write it on the board and ask them to tick each correct sound. ✓ ✓ ✓ ch - a - t• If some of the words have more than one syllable, circle the vowel sounds and clap out the syllables. Draw a dividing line to show syllable divisions. Each syllable must contain a vowel sound.• Ask the children to think of words that rhyme with each spelling word. Explain that the rhyme is from the last vowel onwards. Rhymes do not always follow the same phonic pattern e.g. eight and plate.• Hold a sentence. For challenge, do more than one sentence.
Wednesday
<ul style="list-style-type: none">• Say the word you studied yesterday and count the number of sounds in each word. Talk about any diagraphs that you hear.• Ask the children to write the words in their spelling jotter. Once they have done this, you write it on the board and ask them to tick each correct sound. ✓ ✓ ✓ ch - a - t• Talk about what kind of word each is. First level, start with nouns, proper nouns and verbs and move to adjectives and adverbs. Second level, revise nouns, proper nouns and verbs and move to revising adjectives and adverbs then connections and prepositions.• Hold a sentence. Grow the sentence using questions such as why, so, where, when and who. E.g. The kitchen was wet. Why? The kitchen was wet because I forgot to turn off the tap. So? The kitchen was wet because I forgot to turn off the tap so I had to mop the floor. Model how to check the sentence, ticking off each correct word and punctuation.
Thursday/Friday
<ul style="list-style-type: none">• Recap and revise words for the week.• Work on common words.• Play class or group spelling games.• Where applicable, build words using magnetic letters, scrabble tiles.• Complete a Word sort once a month

Haddington Primary School Spelling progression

Below are the spelling patterns to be covered at each stage. Separate documents have been created for each year group which contain words lists for these patterns. Teachers work through these spelling patterns from left to right, top to bottom.

Primary 1

Word Time 1.1	Word Time 1.2	Word Time 1.3	Word Time 1.4	Word Time 1.5	Word Time 1.6
Word Time 1.7	ay	ee	igh	ow	oo
ar	or	air	ir	ou	oy
* Continue to work on the spelling of Word Time words until the children are confident with these. At this point, move on to Set 2 sounds.					

Primary 2

-ck	-ll	-ff	-ss/-ass	bl/cl/fl	gl/pl/sl	br/cr/dr
fr/gr/pr	tr/tw	sm/sn	sp/sw	c/sc	k/sk	st (at start of word)
-st	-ast/-ask	-ft/-lp/-lk	-lt/-pt	-mp	-nd	-ng
-nk	-nt	-y	-y	plural s	-ing	-ed

Primary 3

ch	sh	th	ee	oo	a-e	i-e
o-e	u-e	a/a-e & o/o-e	i/i-e & u/u-e	ck	-ke	-old
-ild/-ind/-nt	ay	ai	ea (as in tea)	oa	ow (as in blow)	oi
oy	-er/-est	Plural s	Plural es	-ing	-d	-ed

Primary 4

igh/ie	s blends/thr	double letters	dbl with -le	-le	ou	ow (as in brown)
aw	ue/ew	er	ar	ir	or	ur
al-/de-	re-/non-	dis-	un-	mis-/anti	-y	-ly
-ful	-less	-ness	-er	plural s/es	-ing	-d/-ed

Primary 5

tch	wh	wa	qu	silent k/b/h/t	silent w/g/l	c (as s)
oi/oy	au	ea (as pear)	ea (as head)	o (as in solo)	compound words	ai
Plural ffs/ves	Plurals oos/os/oes	Plural -ys	Plural -ies	-er/est	double letters -er/est	-ier
-iest	-ying	-ing	double letters -ing	-ied/ies	-d/-ed	double -ed

Primary 6

ch (c)	soft g (j)	dge	ph	ough/augh	ex	or
our	ure	-tion	-sion	-ssion	ie	age
cei/sc	soft c (s)	-ous	-ious	-ly	-ily	are
ive	el	al	ant/ent	plural s	-ing	-d/-ed

Primary 7

cc/xc	ci	-tial	dis-	im-	in-	-al
mis-	un-	ary/ery	-ible	-able	-ic	-ly
ct	nce	ice/ise	io	ch (as sh)	il-/ir-/anti-/co-	-ship/-hood
-ment	-ally	-ful/fully	-less/ness	plural	-ing	-d/-ed

Appendix 4

Common words - Our Precious Jewel words

Level 1 - Ruby

your	I	of	my	no	are	do	we	and	it
they	for	said	he	to	is	in	go	his	at
the	be	all	a	me	was	she	you	on	had

Level 2 - Topaz

some	but	not	up	an	sit	has	can	that	if
her	were	what	call	off	as	with	did	get	so
old	want	this	him	from	or	one	then	by	see
man	big	need	ask	set	them	may	day	way	say

Level 3 - Opal

saw	school	love	have	I've	brother	when	small	fall	where
there	use	watch	each	once	above	tall	how	their	I'm
will	any	other	about	out	many	wall	over	these	walk
baby	son	would	make	like	every	into	time	mother	look
two	more	you're	should	here	too	buy	great	could	people
put	than	first	water	been	any	who	talk	does	now
find	wear	down	why	father	whole	come	made	ball	part

Level 4 - Emerald

live	new	sound	take	only	little	work	know	place	year
name	never	back	give	most	very	after	thing	our	just
much	home	play	caught	think	add	bought	write	help	thought
boy	before	line	right	own	means	around	through	same	tell
such	follow	came	which	another	also	large	goes	three	worse
even	again	away	words	long	well	went	going	read	because
head	found	everyone	girl	us	house	still	move	air	different

Level 5 - Amber

try	kind	animal	white	high	spell	don't	open	group	Monday
point	page	letter	answer	today	learn	picture	gave	face	Tuesday
near	grow	four	below	nine	children	five	world	music	Wednesday
eight	earth	eyes	light	number	under	story	seven	late	Thursday
while	along	might	close	few	road	next	door	young	Friday
begin	life	always	those	both	paper	often	fly	woman	Saturday
side	gone	friend	town	done	black	mile	night	Scotland	Sunday

Level 6 - Amethyst

country	allow	leave	arrive	body	told	real	twenty	hundred	mountain
thousand	aunt	phone	doctor	hear	eat	study	January	July	sometime
without	cousin	horse	began	idea	list	cold	February	August	aeroplane
problem	uncle	family	knew	colour	city	area	March	September	Spring
almost	sister	being	coming	since	ever	piece	April	October	Summer
question	until	second	money	huge	hours	cried	May	November	Autumn
true	floor	enough	wind	forty	brown	sure	June	December	Winter

Level 7 - Sapphire

happened	beautiful	teacher	easy	heard	order	breakfast	better	measure
television	listen	during	chair	early	change	covered	lie	however
important	favourite	several	believe	knee	voice	centre	travel	example
between	space	million	circle	table	field	himself	hold	although
remember	vowel	passed	square	decided	finally	evening	wait	pattern
together	figure	notice	triangle	minute	pulled	morning	draw	complete
something	across	half	rectangle	certain	fire	afternoon	upon	ground
surprise	clothes	against	holiday	towards	reached	product	become	usually