

## Netley Abbey Junior School

### Policy for spelling

At Netley Abbey Junior School, we recognise the importance of a progressive and consistent curriculum to develop children's spelling. We therefore follow the No Nonsense Spelling Programme (Raintree 2016).

The following policy has been taken directly from the Non Nonsense Spelling handbook.

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The programme:

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

#### **How *No Nonsense Spelling* is organised**

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. The overall pathway can be found on the school server
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks.
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

#### **The lesson plans**

The lessons themselves then follow the structure below:

<b>Lesson</b>	<i>Reference to year group, block of lessons and lesson number in sequence</i>
<b>Lesson type</b>	<i>Revise/Teach/Learn/Practise/Apply/Assess</i>
<b>Lesson focus</b>	<i>The particular spelling focus for the day</i>
<b>Resources needed</b>	<i>A list of the resources that will be needed. These might be documents that are photocopied or printed in advance so that flashcards can be prepared, or presentations to display the task/activity on a whiteboard. The resources are featured at the end of each book for reference. Editable versions are available on the USB stick, which can be copied and pasted into your own documents and edited.</i>
<b>Teaching activity</b>	<i>Key teaching points, sometimes including extra notes and tips for the teacher</i>

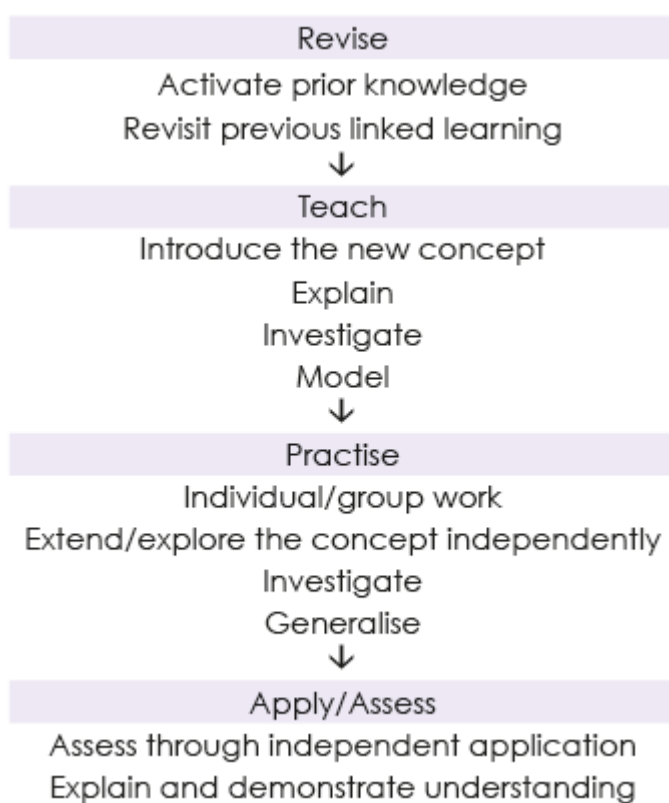
Each lesson is approximately 10 to 15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. The Supporting Resources at the back of each book can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the Programme can be used.

### Supporting Resources

The Supporting Resources include pictures and word lists, which can be photocopied and made into flashcards or used in classroom displays, and pictures. They also include games and quizzes. The Resources are featured at the end of each book for reference and as editable Word documents on the USB stick, which can be copied and pasted to be used on classroom whiteboards and in other documents.

### Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:



Within the lessons, the particular focus is identified, followed by suggested teaching strategies. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings. The value of a school policy and possible approaches are explored further on page 9, 'Learning spellings'. You will find the following referred to in the lessons:

**Modelling:** An activity is described, and it is anticipated that the action expected of pupils is modelled to them first.

**Spelling partners:** Pupils are asked to work in pairs, often to 'test' each other. They will be asked to work with their spelling partner from time to time.

## Assessment

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

## Error Analysis

Error Analysis can be used to assess what strategies pupils are using in their day-to-day writing. It can also help identify where to put emphasis in the programme – for the whole class, groups or individuals. Error Analysis can also be repeated to assess progress over a longer period of time.

A template for a suggested grid for Error Analysis can be found on the server under the year group's spelling plans.

How to complete an Error Analysis:

- 1 Choose one piece of independent writing from each pupil.
- 2 Identify all the spelling errors and record them on the grid. Decide what you think is the main source of the error and record the word in the corresponding column. It is a good idea to record the word as the pupil has spelt it.
- 3 Identify any patterns. Quite quickly you will be able to see which aspect of spelling needs to be addressed.

The headings on the grid included are

- Common exception words
- GPCs (grapheme–phoneme correspondences) including rarer GPCs and vowel digraphs
- Homophones
- Prefixes and suffixes
- Word endings
- Other.

These headings correspond to key strands within the National Curriculum. These could be changed or further areas added if needed.

Year	Common exception words	GPC (includes rare GPCs and vowel digraphs)	Homophones	Prefixes and suffixes	Word endings	Others
	firend whent	perants <del>fer</del> clouser (close) flow (flew) amzing nealy eaven	their (there) x 2.	phond horrefied		argamont argement

### **Assessment of ARE with regard to spelling:**

At Netley Abbey, we use the 'Netley Model' for assessment. The teacher's assessment of spelling supports their overall judgement of writing.





Children who are able to "spell most words correctly" from the statutory words list for year 3 / 4 and years 5 / 6 (as appropriate to their age group) may be deemed to be 'on track' for their age. This equates to 'Secure, Secure +, Enrich or Enrich +.

For those children who are not able to correctly spell these words (they may be able to spell "some") throughout their written work, will be deemed to be working below the standard expected for their age. This equates to working at Beginning, Beginning +, Working Within, Working Within +.

The statutory words can be found in the appendices of this policy.

In addition to this, children are required to complete a Vernon Spelling Test at the beginning and end of each academic year. This is used to identify children requiring spelling interventions and to assess the effectiveness of these.

To support the teaching, additional resources are recommended and referred to throughout the programme.

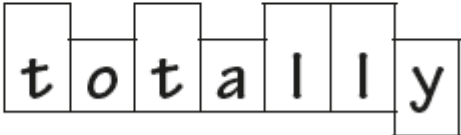
<p><b>Spelling journals</b></p>	<p>Developing the use of spelling journals can support both teachers and pupils in many ways. They enable</p> <ul style="list-style-type: none"> <li>• pupils to take responsibility for their spelling learning</li> <li>• pupils to refer back to previous learning</li> <li>• teachers to see how pupils are tackling tricky bits of spelling</li> <li>• teachers and pupils to discuss spelling with parents and carers</li> </ul> <p>Spelling journals can take many forms and are much more than just a word book. Spelling journals can be used for</p> <ul style="list-style-type: none"> <li>• practising strategies</li> <li>• learning words</li> <li>• recording rules/conventions/ generalisations as an aide-memoire</li> <li>• word lists of really tricky words (spelling enemies)</li> <li>• 'Having a go' at the point of writing</li> <li>• ongoing record of statutory words learnt</li> <li>• investigations</li> <li>• recording spelling targets or goals</li> <li>• spelling tests.</li> </ul> <p>In the programme, there is flexibility for journals to be set up in a variety of ways. Below are a few recommendations:</p> <ul style="list-style-type: none"> <li>• Make sure that the journal can be used flexibly. A blank exercise book gives much more scope for pupils to try out ideas and organise their learning than a heavily structured format.</li> <li>• Model different ways of using the journal. A class spelling journal or examples from different pupils could be used to do this.</li> <li>• Give time for pupils to use their journals and to review them.</li> <li>• Do the majority of spelling work in the journal.</li> </ul> <div style="display: flex; flex-direction: column; align-items: flex-end;">     </div>
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<p><b>Have a go sheets</b></p>	<p>These are a key component of Strategies at the point of writing. They are introduced in the Year 2 programme and then revisited in Years 3, 4, 5 and 6. Schools need to decide how Have a go will form part of their spelling policy, together with the use of spelling journals and establishing routines for attempting unknown spellings. A Have a go sheet template is provided in the Supporting Resources.</p> <p>Have a go sheets can take several different forms, for example:</p> <ul style="list-style-type: none"> <li>• a large sheet of paper on a table that pupils write on when they need to.</li> <li>• sheets stuck in all pupils' books that fold out when pupils are writing</li> <li>• a book placed on the table open at a clean sheet for pupils to use.</li> <li>• a page in pupils' spelling journals.</li> </ul> <p><b>Note:</b> it is important that teachers have an enlarged version of a Have a go sheet displayed for modelling when writing in any curriculum area and at any time in the school day.</p> <p>Introducing Have a Go:</p> <ol style="list-style-type: none"> <li>1. Model writing a sentence and being unsure about how to spell a word. Talk about the tricky part in the word and some of the choices you might have for that part. You could refer to a GPC chart to find the choices if appropriate.</li> <li>2. Model writing the word with two or three choices on your own enlarged version of a Have a go sheet and then model choosing the one that you think looks right and using it in your sentence. It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.</li> <li>3. If you are still unsure of the spelling, put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or the pupil if appropriate, during proofreading time.</li> <li>4. Model continuing with writing and not checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed.</li> <li>5. Make sure you model this process briefly in writing in all curriculum areas.</li> <li>6. Pupils use their own Have a Go sheet (or group sheet) whenever they write and refer to GPC charts and other classroom displays as support, as well as specific strategies that have been taught for using at the point of writing.</li> <li>7. Remind them never to make more than three attempts at a word.</li> </ol> <p>Misspelt words will need to be corrected in line with your school's spelling and marking policy. Some of these words may be included in pupils' individual word lists for learning.</p> <p>To see lessons where Have a go strategies are first introduced, please refer to Year 2 Block 1 Lessons 11 and 17.</p>
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<p><b>GPC (grapheme-phoneme correspondence) choices chart</b></p>	<p>The teaching of spelling complements very much the teaching of phonics. It is anticipated that the school will draw upon the GPC charts used in their phonics programme to work alongside the teaching of spelling.</p>
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<p><b>Individual whiteboards</b></p>	<p>Individual whiteboards these can be used in a variety of ways to support lessons including checking spelling attempts, Quickwrite and Have a go.</p>
<p><b>Working wall</b></p>	<p>It is really useful to have a small area of display space in the classroom that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling.</p>

The learning strategies on the next two pages are introduced incrementally throughout the programme and can then be used to support learning spellings at home.

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.  Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.  If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.  This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ _ ld</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>



## Appendix 1- statutory words lists

### Statutory word list for Years 3 and 4

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard(h)	promise
build	heart	quarter
busy/business	height	question
calendar	history	recent
caught	imagine	regular
centre	increase	reign (h)
century	important	remember
certain	interest	sentence
circle	island	separate
complete	knowledge	special
consider	learn	straight
continue	length	strange
decide	library	strength
describe	material	suppose
different (Phase 5)	medicine	surprise
difficult	mention	therefore
disappear	minute	though/although
early	natural	thought (Phase 5)
earth	naughty	through (Phase 5)
eight (h)/eighth	notice	(h)
enough	occasion(ally)	various
exercise	often	weight (h)
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	

## Statutory word list for Years 5 and 6

accommodate	equip (-ped, -	programme
accompany	especially	pronunciati
according	exaggerate	queue
achieve	excellent	recognise
aggressive	existence	recommend
amateur	explanation	restaurant
ancient	familiar	rhyme
apparent	foreign	rhythm
appreciate	forty	sacrifice
attached	frequently	secretary
available	government	shoulder
average	guarantee	signature
awkward	harass	sincere(ly)
bargain	hindrance	soldier
bruise	identity	stomach
category	immediately	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol (h)
communicate	language	system
community	leisure	temperature
competition	lightning (h)	thorough
conscience	marvellous	twelfth
conscious	mischievous	variety
controversy	muscle (h)	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic +	nuisance	
curiosity	occupy	
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	
embarrass	privilege	
environment	profession	