

Spelling Policy

Intent

The spelling strategy at Simpson's Lane Academy follows the Deltas Spelling Strategy to ensure coverage of National curriculum content. We want our children to be able to independently apply spelling rules and have a bank of words that can spell to enable them to have freedom when writing and feel confident in expressing their thoughts and ideas.

Implementation

Every year group will follow the Delta Spelling strategy document. The document outlines the rules needed to be taught in that year alongside misconception words which are the year group spelling lists from the national curriculum. The document refers to No Nonsense Spelling and Hertz for Learning resources. Spelling should be taught four times per week in the following structure:

Lesson 1 Revisit - revisit/review of the patterns already covered as well as any Feedforward Spellings that have come up in other subject areas. Introduce the two/three exception words from that week.

Lesson 2 Explore - start with revisit/ review again of the previous week and the misconception words for this week. Introduce some of the words that contain the pattern/rule that will be being taught, allow children to explore the words and look at possible patterns/rules.

Lesson 3 Teach - teaching around the pattern and rule referring to what was discussed during the explore session. Children practise using the rules to change words etc. E.g. superstition to superstitious and explain why it becomes that according to the rules. Revisit the misconception words from this week; ask the children if they remember them and ask them to spell them.

Lesson 4 Apply - application of the spelling rule/pattern. This can be in the form for dictation (like a spelling test) or other tasks. Also test the misconception words for the week.

Slides are available to show the structure of lessons and task examples.

Assessment

As per the marking policy, incorrect spellings will be highlighted in yellow. A maximum of 5 per piece of work will be highlighted with the aim to not overwhelm children, prioritising the words for that year group. Any incorrect spellings will be corrected in purple pen after consulting a peer, the environment or a dictionary. Teachers are encouraged to support children with regular misconception words written onto tables with chalk pens and word mats and wheels placed on tables.

In spelling tests, children can peer mark following the policy using purple pens or they be marked by the teacher following policy. Corrections should be written next to the word and children encouraged to practise these further at home.

Inclusion

Where a child is not able to access the content, tasks should be provided at their level. For example, if they are working at an EYFS level they may have practical activities with words based on their phonics learning (writing the word in sand, making it out of playdoh, magnetic letters). If they are above this but below ARE content and not accessing the learning, they may have phonics words to practise focusing on their sound for that week, rainbow words or launchpad sequential memory activities to complete in this time.