

THE GREAT ADDINGTON APPROACH TO PHONIC & SPELLING POLICY

A New, Whole School Approach to Spelling

At Great Addington, we encourage our pupils to think and write creatively, be adventurous with their use of language and write with a clear purpose and for pleasure. Children have such varied opportunities within the Curriculum to read widely across different subjects and write with purpose across a range of genres. In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Our expectation is for children to learn and apply a wide range of spelling strategies within their independent writing.

As part of a review of children's acquisition of spelling, the school is implementing a new, whole school approach which shifts the focus away from testing, places a far greater emphasis on the quality of spellings within children's independent work and prioritises the systematic teaching of spelling rules and patterns across all phases of the school.

The new Phonics & Spelling Policy has the following key principles:

- Spelling should be taught systematically in all phases of the school
- Children's acquisition of phonic/spelling knowledge should be sequenced within an agreed framework with clearly defined end points
- Pupils will follow the structured Read Write Inc (RWI) phonics scheme in Reception and Key Stage 1, followed by the systematic teaching of spelling rules, patterns and strategies from Year 2 into Key Stage 2
- Pupils should routinely apply their knowledge of spelling strategies in independent written work across the curriculum so that their work is fluent and accurate and includes adventurous vocabulary choices
- Children's independence should be fostered by equipping them with strategies to tackle unknown words independently

Assessment

Comprehensive termly assessments across the whole school will provide us with a clear picture of individual pupils' ability. Pupils will work through their own, individual assessment booklets and these working documents will accompany them throughout their time in our setting.

Based on the outcomes of the termly assessments, the subsequent, systematic teaching of spelling patterns will be accurately matched to the ability of every child. It is the school's expectation that this will promote improved accuracy within children's work which will be acknowledged and celebrated through teacher's marking and praise as per the school's point-card system. The school is approaching spelling, this very important aspect of education, in a more dynamic and personalised way.

What does this look like in classrooms?

With due regard to the spelling requirements of the National Curriculum, we are using a Spelling Skills Ladder (see example below) which carefully sequences the phonics and spelling progression across the school from Year 2 to Year 6, with clearly identified end points that children are expected to achieve by the end of each phase in the school. Our new approach to spelling is now fully embedded within our classrooms; following an initial assessment of spelling knowledge, all pupils are placed on the appropriate position of the Spelling Skills Ladder to ensure that subsequent work and targets are carefully matched to the ability of each child. The children are aware of their targets, practise their application through specific spelling lessons and throughout any written work.

Support to practice these at home would be greatly appreciated, within a contextual approach. Can you include these words writing a shopping list, a postcard, a kind note to someone in your house? The list of words on the target sticker is not exhaustive, so please feel free to add any words that you think are appropriate and support the targeted rule. When children apply their target consistently and independently within written work, new targets will be set.

Please do take some time to read the Phonics & Spelling Policy under 'Policies' in the School Information section of the school website if you would like further information. As always, please ask if you have any further questions.

Many thanks for your continued support,


Mrs Kingsnorth

Example of the spelling words assessed for Year 2

SPELLING ASSESSMENT—Year 2 Spelling Patterns	
Assessment A: YEAR 2 SPELLING PATTERNS	
Say the pure sounds without showing the word. Ask the child to say the word	
-dge	-badge, edge, bridge, dodge, fudge
-ge	-age, huge, change, charge, bulge, village
-g	-gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
-c	race, ice, cell, city, fancy
kn -	knock, know, knee
gn -	gnat, gnaw
wr -	write, written, wrote, wrong, wrap
-le	table, apple, bottle, little, middle
-el	camel, tunnel, squirrel, travel, towel, tinset
-al	metal, pedal, capital, hospital, animal
-ll	pencil, fossil, nostril
-y	cry, fly, dry, fry, reply, July
-ies	flies, tries, replies, copies, babies, carries
-y	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
-ll	all, ball, call, walk,
-l	talk, always
-tion	station, fiction, motion, national, section
-o	other, mother, brother, nothing, Monday
-ey	key, donkey, monkey, chimney, valley
had as a	want, watch, wander, quantity, squash
-o	word, work, worm, world, worth
-ar	war, warm, towards
-s	television, treasure, usual
Total known	/23

Example of the assessment booklet where children record their words

SPELLING ASSESSMENT—Year 2 Spelling Patterns	
Assessment A: YEAR 2 SPELLING PATTERNS	
Say the pure sounds without showing the word. Ask the child to say the word	
-dge	-----
-ge	-----
-g	-----
-c	-----
kn -	-----
gn -	-----
wr -	-----
-le	-----
-el	-----
-al	-----
-ll	-----
-y	-----
-ies	-----
-y	-----
-ll	-----
-l	-----
-tion	-----
-o	-----
-ey	-----
had as a	-----
-o	-----
-ar	-----
-s	-----
Total known	/23



Spelling Rule Target

Name _____

Date _____

sound - word, word, word, word

sound - word, word, word, word

HFV - word, word, word, word

Example of the Spelling Target Sticker shared with home

Example of the Spelling Skills Progression Ladder:

YEAR 2 SPELLING PATTERNS	RHYME	WORDS FOR SPELLING		
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	-dge the edge of the bridge	-badge, edge, bridge, dodge, fudge -age, huge, change, charge, bulge, village -gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust	g, j, dge	
The /s/ sound spelt c before e, i and y	-c city of ice	race, ice, cell, city, fancy	s, ss, se, c, ce	
The /n/ sound spelt kn and (less often) gn at the beginning of words	kn - gn - the gnat knocked his knees	knock, know, knee, gnat, gnaw	n, gn, kn	
The /r/ sound spelt wr at the beginning of words	wr - Don't write it wrong!	write, written, wrote, wrong, wrap	r, rr, wr	
The /l/ or /əl/ sound spelt -le at the end of words	-le eat the little apple	table, apple, bottle, little, middle	l, ll, al, le, el il	
The /l/ or /əl/ sound spelt -el at the end of words	-el camel travel!	camel, tunnel, squirrel, travel, towel, tinsel		
The /l/ or /əl/ sound spelt -al at the end of words	-al pedal to animal hospital	metal, pedal, capital, hospital, animal		
Words ending -il	-il Don't stick a pencil up your nostril!	pencil, fossil, nostril		
The /aɪ/ sound spelt -y at the end of words	-y fly to the sky	cry, fly, dry, try, reply, July	igh, ie, i_e, l, y (fly)	
Adding -es to nouns and verbs ending in -y. The y is changed to i before -es is added.	-ies He tries and he flies!	flies, tries, replies, copies, babies, carries	igh, ie, i_e, l, y (fly) ee, ea, e_e, ie (piece),	
Adding -ed, -ing, -er and -	-ied	copied, copier, happier, happiest, cried, replied ...but		
Homophones and near-homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight			
Challenge words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas			

-ful				
Convert nouns or verbs into adjectives using suffix -ive	-ive – "Be cooperative, creative and work together!"	attractive, creative, addictive, assertive, abusive, cooperative, exhaustive, appreciative, offensive, expressive		
Convert nouns or verbs into adjectives using suffix -al	-al – "Greeks were mathematical, musical and wonderful"	musical, political, accidental, mathematical, functional, tropical, bridal, central, global, industrial	l al le el il ll	
YEAR 6 SPELLING PATTERNS	RHYME	WORDS FOR SPELLING		
Ambitious Synonyms: adjectives	aggressive, hostile, awkward, obstinate, desperate, frantic, disastrous, calamitous, marvellous, spectacular			
Homophones & near-homophones Nouns that end in -ce/-cy Verbs that end in -se/ -sy	-ice – "Listen to advice and practise"	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	ice ise ize	
Adjectives ending in -ant into nouns ending in -ance/ -ancy	-ant – "Be observant and expectant when you're waiting for the bus" -ance/ancy	observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, relevant, relevance	nt ent ant	
Adjectives ending in -ent into nouns ending in -ence / -ency	-ent – "It is excellent to be confident!" -ence/ency	innocent, innocence, decent, decency, excellent, confident, confidence, existent, existence		
Hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel	Co-operate, co-ordinate, co-own, co-author, re-enter, re-educate, re-examine, re-evaluate, re-energise, re-elect			
Hyphens: to join compound adjectives	man-eating, little-used, rock-bottom, wide-eyed, pig-headed, tight-fisted, cold-hearted, stone-faced, green-eyed, short-tempered			
Words ending in -able	-able – "Desirable and comfortable clothes are fashionable"	applicable, tolerable, operable, considerable, dependable, comfortable, reasonable, perishable, breakable, fashionable, adorable, valuable, advisable, believable, desirable,	able ible	