



## **Orchard Lea Junior School**

### **Spelling Guidelines**

**March 2022**

#### **Overview**

At Orchard Lea Junior School, we use the Jane Considine programme based on the 2014 National Curriculum. We teach spelling rules and patterns and the etymology of words explicitly. Teachers follow a structured teaching sequence so that children learn spellings in school.

#### **Aims**

It is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment and will be confident with experimenting using new and ambitious vocabulary in their writing. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies in their independent writing. We would like our pupils to enjoy exploring and investigating the patterns and origins of the English language.

When spelling, our pupils:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- use a range of dictionaries and spell checks effectively
- develop a range of effective spelling strategies e.g. knowledge of prefixes and suffixes
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- identify patterns in words and spellings
- write with confidence and creativity, while developing the skills to self-edit, correct and improve and challenge themselves

#### **Approaches to Spelling**

Spelling lessons take place on a rolling two-week cycle. During the first week, the children carry out a 30 minute investigation and explore spelling patterns for 20 minutes. In the second week, the children carry out short burst investigations, including an activity based on the previous year's spelling curriculum. These lessons last for 10 minutes. The Jane Considine Spelling programme provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, which has a clear progression of teaching across the different year groups and guides our teachers with the teaching of spelling. Our pupils use a personal Spelling Journal, which provides the opportunity for pupils to record their learning, practise their spellings and refer back to previous spellings. There are separate word lists for Year 3 and 4, as well as Year 5 and 6.

Additional suggestions for supporting children with spellings at home are shared on the school website – 22 Ways to Improve Spelling.

### **Marking and Feedback**

In addition, we have a clear focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings of key words are identified. When returning to look at feedback, our pupils are asked to find the correct spellings of these words and change them in purple polishing pen. All children are encouraged to check their own work and identify words spelt incorrectly and time is given during English sessions for this to take place. These strategies are in line with our feedback guidelines and help children in taking responsibility for their own learning.

### **Assessment**

At the beginning and end of each year, children are tested using the HAST spelling programme and the Jane Considine assessment which provides the teachers a spelling age for each child. Additionally, at every 'milestone' there is ongoing teacher assessment where children are assessed against the Hampshire Assessment Model in the 'Transcription' domain for writing. By the end of Year 6, children are expected to understand and be able to meet the challenging spelling demands outlined in the National Curriculum. Children's knowledge is assessed through a grammar, punctuation and spelling test that children sit in May as part of a week of national tests.

### **Inclusion**

We teach spelling to all children, whatever their ability once they have secure phonological awareness. It is part of the school curriculum policy to provide a broad and balanced education to all children. However, some children will continue to find these spellings strategies difficult to use effectively so will need additional support.

### **Guidance Reference List**

Here are links to the different references made throughout the spelling guidance:

#### **22 Ways to Improve Spelling:**

[https://docs.wixstatic.com/ugd/3aa388\\_a4e0333eacfe4d75b3e1766638f0f7f7.pdf](https://docs.wixstatic.com/ugd/3aa388_a4e0333eacfe4d75b3e1766638f0f7f7.pdf)

#### **Jane Considine Spelling Resource:**

The Spelling Book for Years 3, 4, 5 & 6

#### **2014 National Curriculum Spelling Document:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1 - Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

#### **Spelling Word Lists:**

[https://docs.wixstatic.com/ugd/3aa388\\_666e5bd42c534972b7cfc2a40d29218.pdf](https://docs.wixstatic.com/ugd/3aa388_666e5bd42c534972b7cfc2a40d29218.pdf) (Year 3/4)

[https://docs.wixstatic.com/ugd/3aa388\\_6ad36b2348ad4078a70f3c0614fd2274.pdf](https://docs.wixstatic.com/ugd/3aa388_6ad36b2348ad4078a70f3c0614fd2274.pdf) (Year 5/6)