

Spelling Progression for the Federation

Spelling enables us to become more effective writers. Put simply, the less thought we must put into spelling, the more thought we can put into what is written. Our school aims to support the development and skill set of the children as spellers from an early age.

Progression in Teaching and Learning.

Learning to spell is a complicated skill and is not just learning lists of words. It is a developmental process of learning to apply different strategies appropriately (see appendix). In every year in our school the children learn both the skills and spelling rules in discrete lessons. The skills learnt are reinforced and applied across all areas of the curriculum.

In Reception and Year 1 the children have discrete phonics lessons where they are initially introduced to Phases One and Two of the Letters and Sounds scheme using the Jolly Phonics approach of actions and songs. Each letter has an action to help the children remember the sound the letter makes. Using the individual sounds the children develop their skills to spell by blending and segmenting words (e.g. cat, brush). These words will be used in sentences to develop the children's understanding of grammar and meaning. The children follow the Letters and Sounds scheme which continues to Phase Six enabling children to competently pass the national Phonics Screen Test at the end of year 1. Common words or High Frequency Words are focused on and embedded within every lesson. Children are tested on their words frequently but informally by their teacher.

Years 2, 3 and 4 will build upon these skills by following the No Nonsense Spelling scheme which will take them through to Y6. This involves investigations into spelling patterns and rules (i.e. prefixes, suffixes, plurals). The children have daily spelling sessions plus weekly discrete SPaG (Spelling, Punctuation and Grammar) lessons. Objectives are then reinforced and embedded through all other written work. Rules are applied in context within sentences verbally and in written form. High Frequency Words are also explored within spelling sessions, and as a priority within all classwork to ensure correct spellings are used. Each time a new spelling objective or group of words is explored examples are sent home for children to share with their parents and to look out for during home reading time. Informal tests are carried out at the end of a unit of teaching by teachers in order to assess and review children's knowledge. The expectation is that children at the end of Y4 can spell all the words on the Y3/4 spelling list.

Years 5 and 6 have discrete SPaG lessons. High Frequency Words are explored within these sessions and as a priority within all class lessons to ensure correct spellings are used. These words are sent home weekly for the children to learn and practise prior to tests within spelling lessons. Spelling rules are applied verbally and in written form. The correct use of grammar and punctuation is discussed and reinforced. All skills are

incorporated across all written subjects in the curriculum and national end of Y6 tests include the expectation that children can spell all the words on the Y5/6 spelling list.

Overview of Spelling Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

Phases

Phase 1: Preliminary Spelling

In this phase children become aware that print carries a message. They experiment with writing-like symbols as they try to represent written language. Their writing is not readable by others as understandings of sound-symbol relationships have yet to develop. Children are fascinated by print and are constantly trying to explore the relationships between written and spoken words and between letters and sounds through emulating adults in role play of reading and writing.

Phase 2: Semi-Phonetic Spelling

In this phase children show developing understanding of sound-symbol relationships. Their spelling attempts show some evidence of sound-symbol correspondence. They may represent a whole word with one, two or three letters. In this, as in all phases of development children will be copying, recalling and inventing words. Children at this phase are able to copy letter by letter.

Phase 3: Phonetic Spelling

In this phase writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling. There is often evidence of self-constructed rules that may not conform to adult rules. Writers copy, recall and construct words according to their current understandings. They use rote recall for an increasing number of words.

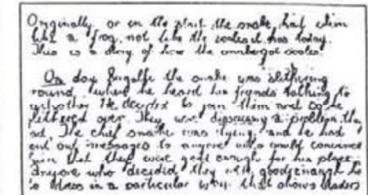
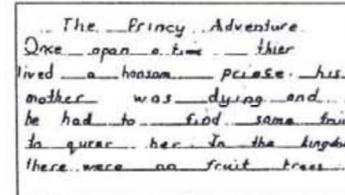
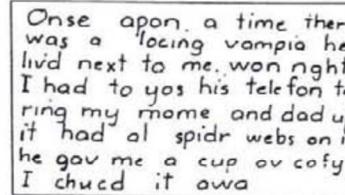
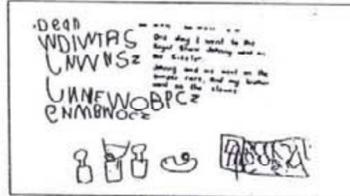
Phase 4: Transitional Spelling

(from sounds to structures)

In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of visual and meaning-based strategies. They may still have difficulty recognising a word 'looks right' but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words. To help writers at this point it is better not to emphasise phonics but to extend their repertoire of alternative strategies. This is a critical phase in the development of spelling. It often takes writers a long time to move through it. It is important that progress is carefully monitored so as much support and explicit teaching can be given as possible. If writers do not receive sufficient support they may not progress beyond this phase.

Phase 5: Independent Spelling

In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. When spelling a new word they use a multi-strategy approach. They have the ability to recognise when a word doesn't look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall. Independent spellers continue to use personal constructions when spelling unfamiliar words in draft writing. Independent spellers realise the importance of proof reading.



Key Indicators

- is aware that print carries a message
- uses writing-like symbols to represent written language
- uses known letters or approximations of letters to represent written language
- assigns a message to own symbols

is confident to experiment with words

- uses left to right and top to bottom orientation of print
- relies on the sounds which are most obvious to him or her
- represents a whole word with one, two or three letters. Uses mainly consonants

is confident to experiment with words— sees it as a problem-solving task

- chooses letters on the basis of sound without regard for conventional spelling patterns
- sounds out and represents all substantial sounds in a word
- develops particular spellings for certain sounds often using self-formulated rules

has a positive attitude towards self as a speller

- uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable
- is beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words

is willing to take risks and accepts responsibility

See all indicators in the Independent Phase (page 94).

is aware of social obligations as a speller