

**Spelling at Crofton Junior School**

At Crofton Junior School, we believe that spelling is a fundamental element of the teaching of writing which equips pupils for the future.

**Intent:** We aim to ….

Ensure spelling has a consistently high profile in school through day-to-day learning and annual ‘Spelling Bee’ events.

Provide children with the necessary life-long skills to ensure they can competently and confidently spell increasingly complex words as they progress through Key Stage 2 and beyond.

Draw upon children’s phonetical knowledge from Key Stage 1 and develop this further to support the spelling of more complex words.

Develop a consistent approach to the teaching of spelling in order to close any gaps in learning and to support the highest possible number of children to reach their full potential by attaining the expected standard or higher.

**Implementation:** How do we achieve our goals?

At Crofton Junior School, spelling is taught for approximately 1 hour each week. This can be split into shorter, more regular sessions at the discretion of the teacher to meet the individual needs of each class.

The Spelling Shed scheme is used across school for spelling sessions. Weekly spelling lessons and word lists are generally organised around grapheme/phoneme patterns.

Spelling at Crofton Junior School is underpinned by the following key areas:

**Etymology**

**Orthographic Mapping**

**Morphology**

We believe that these key areas support the spelling process by equipping children with the skills needed to spell confidently and understand the formation of, and origin of, words.

**Orthographic Mapping:** The study of the conventional spelling system and how letters combine to represent sounds and form words.

**Morphology:** The study of the formation of words.

**Etymology:** The analysis of words to find their true origin.

**A Typical Spelling Lesson**

**Retrieval Recap - Dictation**



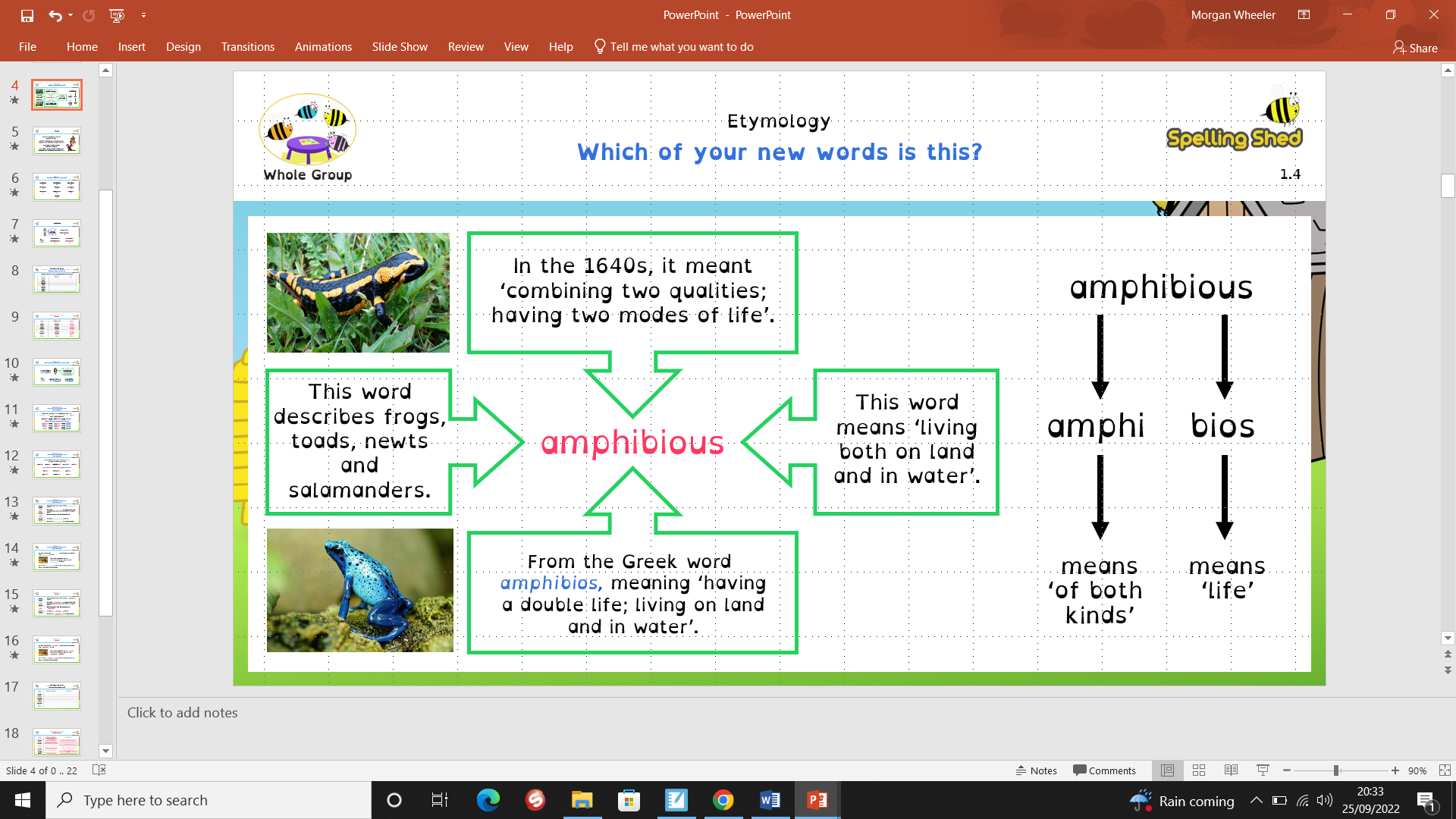
At the start of each week, children partake in a dictation retrieval recap task. Within this activity, children are given a few short sentences aloud which they must record accurately. These sentences include key words that follow the spelling pattern that the children focused on the previous week. Words from previous weeks’ learning are also revisited along with statutory words and commonly misspelt words in order to support children’s long-term memory of spelling patterns. This enables them to learn more, know more, and remember more over time.

A dictation activity is also an assessment for learning tool allowing teachers to identify and address any misconceptions that arise.

**Etymology**

The etymology of a few words within the weekly spelling lists are explored to support children to understand the meaning of these words. Children are encouraged to make links to known words. In the example below, they would be encouraged to link to known words using ‘bio’ meaning life: biography.

The spelling of key Greek and Latin graphemes is emphasised to support the accurate spelling of words. In the example below, the phoneme /*f*/ represented as the grapheme /ph/ will be emphasised since this is a Greek grapheme.

 Example:

**Orthographic Mapping**

Each week, children’s phonetical knowledge from Key Stage 1 is drawn upon to split words into smaller chunks to support and promote accurate spelling.

This is achieved through the regular completion of the following tasks. At least one of these orthographic mapping tasks is completed each week.

**Positional Best Fit**

When learning different spelling patterns, emphasis is placed on where certain GPCs (Grapheme, Phoneme Correspondences) appear in words. This supports children when thinking about how to write a phoneme in a particular word as it allows them to narrow down their choice, providing them with the skills to spell more accurately.

**Syllabifying Words**

Children split words into syllables. By doing this, they are able to identify and target ‘tricky’ parts of words. They are encouraged to reflect upon words spelt similar and known phonemes to support them to spell this ‘tricky’ part accurately.

Example:

am a teur

. . . . .

**Sound Buttons**

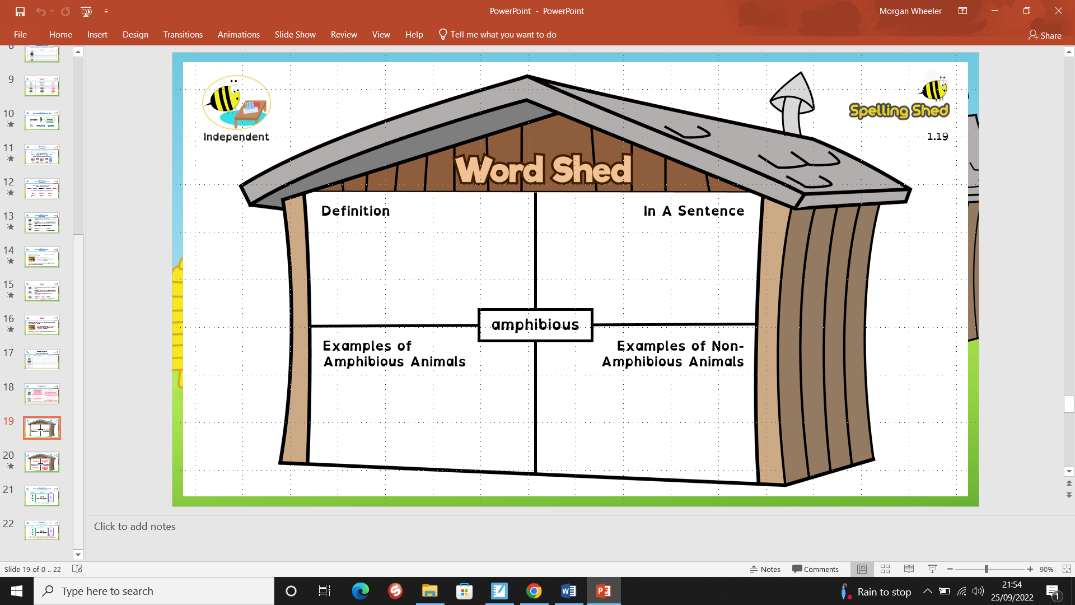
Children are encouraged to reflect upon their phonetical knowledge to use sound buttons to split words into sounds.

A dot is used for each single letter sound and a line is used where multiple letters make one sound.

Example: f e r o ci ou s

**Morphology**

Each week, children are encouraged to expand their vocabulary by exploring how words are made by combining words or by adding affixes. The following key terms are used on a regular basis: affix, prefix, suffix, base word and root word. Sharing affixes and roots with children can aid memorisation in terms of vocabulary and word meaning. Morphology is often revisited in weekly dictation tasks where children have to apply their knowledge of prefixes and suffixes to words they are familiar with within dictated sentences.



**Independent Activities**

Along with the activities stated above, children can complete a range of other tasks to consolidate their understanding of spelling patterns. Tasks may include unscrambling anagrams, grouping words, sentence application, Learning by Questions (LBQ) activities and word sheds.

**Homework**

On a Friday, children take home a list of 10 spellings that they have explored in school that week. They are expected to practise these words using Spelling Shed as part of their weekly homework. On the following Friday, they will receive a spelling quiz based on these 10 spellings. The purpose of this is to aid long term recollection of spellings and to allow teachers to assess which patterns must be revisited further to address misconceptions. Before the spelling quiz, children will have had the opportunity to revisit the previous weeks’ spellings as part of the dictation task.

In Year 6, pupils take home an additional 10 revision words based on learning from across Key Stage 2 to consolidate their understanding of key patterns in preparation for secondary education.

**Impact:** How will we know we have achieved our aims?

Children are enthused by spelling learning and show a fascination to learn about the origin of words.

A high number of children achieve the expected standard or higher and through targeted support, those with spelling difficulties are supported to close the gap and catch up.

Children are able to recall and apply taught spelling patterns consistently in all written work along with dictation activities and spelling quizzes, thus showing a change in long-term memory.