



St Nicholas Priory C.E. V.A. Primary School

Spelling Policy

Aims

- To enable children to develop an understanding of the way in which correct spelling can positively impact on communication
- To encourage creativity and the use of more ambitious vocabulary
- To develop and teach children to use strategies for spelling confidently
- To enhance skills of proof reading
- To provide an important link to handwriting
- To promote a positive, approach to spelling
- To support high quality communication in writing

Learning

Short burst grammar and spelling activities should take place three times over the week in ten minute sessions. There is an extended session however on a Friday each week where there will be a specific focus on spelling patterns and rules. Children will be offered a range of spelling or grammar activities. These might occur in RWI or through word lists being introduced and modelled. Spellings must be taught with time given for the children to investigate and look for common patterns and rules rather than just being given lists. Spelling patterns are taught in line with the Babcock series and supplemented where necessary. For those children who are part of the RWI programme, their spellings will follow the Speed Sounds progression. It is also recommended that as many children in school have a particular difficulty with alternative spellings of vowel sounds, they should have this need addressed as part of the whole school spelling programme with RWI simple and complex speed sound cards being displayed in all classrooms. Children who have additional needs should be given desk top versions of sounds to support writing on a daily basis. Spellings go home every week and where possible are given in the context of sentences.

Spelling sessions may take the form of;

- Whole class teaching
- References to / creating displays/ use of word banks/ word walls or word books
- Spelling games in class or through access to internet
- Dictionaries and thesaurus work at an appropriate level
- Dictation as in 'hold a sentence'
- Finding the rule/ patterns and investigations
- Word searches
- Looking at pupils' own writing

- Spelling logs
- Handwriting
- Rhyming words
- Finding the correct spelling
- Cloze procedure
- High frequency words
- Homophones
- Mnemonics
- Syllable games
- Thesaurus and dictionary work
- R.W.I

In order to encourage independent learning, children will have access to; wordbooks, key word cards, dictionaries and a thesaurus. Children should be encouraged to find and/or attempt a spelling before asking for help. Primarily, this is based on the use of phonics but is supplemented through learning by sight and the 'look, say, cover, write, check method', and their understanding of spelling rules.

Children have 'magpie books' where they can store topic/lesson related vocabulary and notes in the form of a word mat, in order to remind themselves of these at a later date. Appropriate words should be displayed in the classroom for topic and core subjects. Mistakes made by children should be crossed through using a single line. When a child or adult is unsure of the spelling they have used, this should be indicated underneath the word by

Assessment Recording and Reporting

Each half term the children are tested against the Age Related words from the appropriate National Curriculum spelling list. Gaps are identified in a test analysis to ensure progress.

Marking

Children's work is to be sensitively marked in order to enable all aspects of their writing to be appraised, particularly the use of interesting vocabulary. However attention will be drawn through marking to the misspelling of high frequency words and words from the National Curriculum.

SEN

Where children have specific difficulties with spelling, their needs should be addressed through an Learning Plan and additional intervention programmes. In addition, they should have appropriate desk top resources to use daily, and teachers modelling how to use strategies such as 'Fred fingers.'

Monitoring and Evaluation

The standards and quality of the teaching of spelling will be monitored in the following ways:

- Scrutiny of test results
- Work sampling
- Lesson observation
- Pupil progress meeting
- Pupil interviews

- All teachers will be involved in monitoring and evaluating children's progress

Teachers are advised to refer to the following documents for support

- Support for Spelling
- The school spelling scheme word bank in Babcock resources
- National Curriculum spelling appendices
- RWI phonics programme

This policy is an appendix of the English Policy and should be read in conjunction with all supporting policy statements i.e. the Learning Policy, Curriculum Policy, National Curriculum, EAL, Grammar, Handwriting, RWI Policy.

Name **Date.....**

Signature

(On behalf of the Governing Body)

Headteacher..... **Date**

Next review date: April 2017
