

Greens Norton C of E Primary School



The Policy Statement for Spelling

Approved by

Introduction

This section of the policy outlines the purpose, nature and management of the teaching of spelling in our school, and should be read in conjunction with the policies on reading, writing, handwriting and speaking and listening.

The ability to write clearly and with accurate spelling is a very important skill that children need to acquire. It is important to help and encourage children to develop as confident, competent spellers because the ability to spell most words correctly is often closely associated with good self-esteem and affects performance in most other areas of the curriculum.

Spelling is a developmental process. The stages through which children progress are: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'. Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly. Phonic knowledge alone will be inadequate. Children need to be encouraged to look carefully at words and be helped to understand how the English spelling system works.

Aims

The following aims apply to all children regardless of factors such as gender, race, religion or background.

- to develop all children's spelling skills so that they become confident spellers
- to make spelling interesting and enjoyable

Implementation

The National Curriculum and the National Literacy Strategy form the basis of the school curriculum for the teaching of spelling. Teachers form their learning objectives from these sources and create appropriate spelling activities to meet these objectives.

The implementation of this policy is the responsibility of all teaching staff and all teachers will be responsible for the planning and teaching of spelling.

Learning targets based on The National Curriculum attainment targets and the National Literacy Strategy are used to assess children's achievement and progress.

Spelling will be taught within the Literacy Hour in each year group. Shared and guided writing activities will enable teachers to model spelling skills and provide children with opportunities to practise skills. It may also be taught in separate sessions to ensure it is given sufficient emphasis. Aspects of spelling

will be taught frequently on an on-going basis so that children receive reminders of the necessary skills required.

Children will be taught in their normal class groups. Children with special needs in spelling will be helped by appropriate teacher intervention. Additional support and advice is available from our Special Needs Co-ordinator and specialist support is available from our IPS team. For those children with more severe problems specific programmes are implemented in line with the school's Special Needs Policy and the Code of Practice. Emphasis will be placed on building up a sense of home/school partnership through the support and encouragement of parental involvement in children's spelling. Children will take spellings home to learn. Parents have a vital role to play in encouraging their children to improve their spelling.

The look-cover-write-check approach to spelling will be encouraged. The teaching of spelling and handwriting will be closely linked so that spelling of common letter strings will become more automatic.

Children will be given opportunities to present written work for display to encourage them to see the need for correct spelling.

Teachers recognise that spelling is a developmental process and acknowledge children's spelling attempts. When marking children's writing, spelling errors will be corrected or children will be made aware of them if this is of value to the child's learning.

Reception Children

Reception children will learn nursery rhymes, poems and songs and build their vocabulary and phonological awareness. They will be taught phonic skills and become able to recognise letter shapes and sounds. Their spelling attempts will be valued and built upon. They will gradually be able to develop independent spelling skills.

At Key Stage 1 children should be able to:

- know and understand the alphabetic system
- recognise phonemes and use this knowledge when spelling words
- blend sounds and use these in spelling
- spell common high frequency words which have irregular spelling patterns
- recognise words which use the same spelling patterns

- be able to use prefixes and suffixes
- check the accuracy of their spelling
- use word books and simple dictionaries

At Key Stage 2 children should be able to:

- spell familiar words of more than one syllable and develop the ability to spell more complex polysyllabic words accurately
- break long and complex words into more manageable units
- use word families to help their spelling
- use root words to help their spelling
- spell words correctly which use silent letters
- spell words correctly which use an apostrophe
- check spellings and meanings of words using dictionaries and thesauruses
- apply taught spelling rules to their own writing

Cross-curricular links

The school's approach to spelling will be applied in all cross-curricular activities but spelling strategies will be taught in a subject specific way.

Resource implications

Teachers have access to a range of resources in school including:

National Curriculum
 National Literacy Strategy
 Curriculum Guidance for the Foundation Stage
 Progression in Phonics
 Special Educational Needs Code of Practice
 The Standards Site
 National Curriculum Tests – Implications for Teaching and Learning

'A Hand for Spelling' by Charles Cripps will be used to help forge the link between handwriting and spelling at Key Stage 1.

Various resources are also available to teachers, including A Hand for Spelling, An Eye for Spelling, Spelling Made Easy and Catchwords.

Children will have access to a range of suitable dictionaries and thesauruses. They may build their own word-book in which they will make up a bank of words they use in their own writing.

Computer software designed to promote and assist children's spelling is available in school and may be used by teachers to help children's spelling development.

More Able Child

More able children will be encouraged to further develop their spelling skills against objectives and spelling targets of at least the next year group.

Special Educational Needs

Children with learning difficulties in spelling will be given appropriate help and support within the classroom. Materials are available to teachers to support these children's learning. Additional support and advice is available from our Special Needs Co-ordinator and specialist support is available from our IPS team. For those children encountering more severe problems, specific programmes are implemented in line with our school's special needs policy and the Code of Practice.

Intervention

Literacy Strategy intervention schemes will be used as appropriate for children whom the class teacher considers will benefit from them. These can be available in Years 1, 3, 4 and 5.

Assessment

Assessments are made in line with the school's assessment policy. Teachers will make on-going assessments of the individual children's spelling progress based on the evidence contained within their written work and against expectations derived from the National Curriculum and National Literacy Strategy.

Evidence will also be gained from:

- weekly spelling tests
- Autumn term and Summer term assessments made using Vernon spelling test material
- standard assessment tasks and tests at the end of each key stage
- non-statutory QCA tasks and tests at Key Stage 2

Bibliography

This policy was formulated by reference to the National Curriculum, National Literacy Strategy, Curriculum Guidance for the Foundation Stage, The Standards Site and National Curriculum Tests – Implications for Teaching and Learning and materials and advice from NIAS.

The school policy for spelling reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. This revised policy was agreed at the November 2002 meeting of the governors.