



Buckstones Community Primary School

Policy for Spelling

Written and agreed by staff: Monday 6th. March 2017

Adopted by Governors: Tuesday 25th. April 2017

Signed by Chair:

Purpose of the policy

- To establish entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum. This is also achieved by holding a phonics meeting for all reception parents in the autumn term.

Rationale

Spelling is an integral part of the writing process. We believe the ability to spell enables our pupils to become more effective writers. They need to be able to spell correctly so that their writing can be understood. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has the profound effect on the writer's self image.

Learning to spell is a process of learning and then applying the complex rules and conventions of our English spelling system.

Aims

We aim to provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.

We aim to deliver the spelling objectives outlined in the National Curriculum for English, 2014.

We aim to provide a wide range of auditory, visual and kinaesthetic activities in spelling, in order to meet learning styles of all children within the classroom.

We aim to provide a rich and lively learning environment, supported by well chosen word resources and interactive displays to enhance pupils'

independence as spellers. All classes from Year1 up have a V.C.O.P. wall for children to refer to at all times.

Strategies for the teaching and learning of spelling

In Reception Letters and Sounds is used to teach Phonics alongside Jolly Phonics. From Year 1 to Year 6 spelling is taught using the programmes of study from the National Curriculum 2014, including the common exception word lists for each year group.

Key Stage 1 phonics teaching is supplemented using Phonics Play.

Through this systematic teaching of phonics, children learn that letters are used to represent different sounds, that each sound can be represented by one or more letters, that sounds may be written in more than one way and that some letters represent more than one sound.

Children will learn how to:

- Blend sounds together to build words.
- Segment the different sounds in words, including pseudo words.
- Manipulate phonemes by inserting and deleting sounds out of words.
- We will encourage children to spell independently from an early age and check words they are unsure of, in order to help them develop as independent learners and thinkers.
- As children progress through the school and develop their spelling skills, they will be encouraged to use dictionaries to check spellings independently.
- Planning will reflect visual, kinaesthetic and auditory spelling activities, to ensure individual learning styles are being addressed.
- Spelling activities/tasks will be appropriately matched to individual abilities in the classroom (differentiation).

- Children will be involved in a range of spelling activities, including those which allow them to focus on groups of words, as opposed to words in isolation, enabling them to make generalisations about word patterns and to formulate rules.
- All children from Year 1- Year 6 will have a list of spellings each week to learn. These lists will include words with the same letter patterns and / or key words.
- All children from Year 1- Year 6 have a spelling test book.
- All children have the opportunity to practise their spellings in school regularly using a Look, Cover, Write, Check format.

The role of the teacher is to:

- Follow the school policy to help children develop as confident and independent spellers.
- Provide direct teaching and accurate modeling.
- Provide resources and an environment which promotes good spelling
- Observe pupils, monitor progress, and determine targets for development.

Continuity and progression

Across the Foundation Stage and Key Stage 1, the children will be grouped according to phonic knowledge.

Foundation Stage

The emphasis at this stage is multi-sensory, linking the teaching and practising of letter shape with the pupils' ability to listen to, and discriminate between the constituent sounds which make up a word. Much of this occurs through games and activities which encourage focused listening in music, dance and physical education, as well as literacy activities where the focus is on rhythm, rhyme and alliteration.

Developmental writing is encouraged to give pupils confidence; it is crucial that pupils at this stage in their development as writers do not become overly concerned with spelling accuracy. Support is given to spelling by providing writers with such aids as letter charts, simple word banks and picture dictionaries to stimulate interest in, and enthusiasm for, words.

In the Foundation Stage the emphasis will be on learning to read phonemes.

In Year 1 the emphasis will be on reading and beginning to spell phonemes.

In Year 2 the emphasis will be on reading and spelling a greater variety of phonemes.

Inclusion

Weekly spelling activities are differentiated. However, where pupils have made limited progress in their ability to segment words for spelling a targeted programme is required.

Individual programmes for teaching and support are drawn up, as appropriate, by the teacher in consultation with the SENCo and parents.

Assessment and recording

Assessment is built into medium term plans against key learning objectives and is also carried out as part of daily teaching. In Key Stage 1 the children's phonic knowledge will be assessed frequently to determine progress and at the end of Year 1 a formal phonic assessment is carried out and reported to parents. Any who didn't pass in Year1 will be retested in Year 2.

Individual and group objectives are addressed during guided reading and writing activities when the teacher is able to respond to individual needs. Whenever possible, spelling errors are tackled with pupils present.

A maximum of 3 spellings will be corrected in any single piece of writing. Where appropriate spelling targets are set and agreed with the pupil, progress is monitored, and the targets updated on a regular basis. Teachers give feedback regarding the successful strategies used and knowledge employed.