

CAVERSHAM PRIMARY SCHOOL



Spelling Policy

Date: November 2018

To be reviewed: November 2020

PHILOSOPHY

As a rights respecting school we believe:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

It is important that children learn to spell words correctly from their very first days at school in order to communicate effectively.

As not all children learn to spell in the same way, it is necessary to engage children by teaching a range of strategies.

AIMS

At Caversham Primary School we aim to:

- teach children the skills to spell accurately
- develop positive attitudes to spelling
- promote an interest and enjoyment of words and their structures
- encourage children to accept responsibility for their own learning

OBJECTIVES

Children need to learn:

- to look at the similarities and differences of words in terms of shape, length, content;
- to develop the visual, auditory discrimination and sequential memory to help them to commit spelling to memory;
- to develop their knowledge of sound, symbol relationships and phonological pattern
 - a-z names/sounds
 - vowels
 - endings
 - blends
 - digraphs
 - double vowel
 - double consonants and so on.
- to spell simple CVC words;
- to spell words in common usage;
- to use their phonic knowledge to 'have a go' at spelling words unaided:

- to find their own spelling using a variety of methods such as
 - topic word displays/charts
 - various dictionaries
 - computer spell checkers
- to recognise that there are alternative ways of writing the same sound;
- to learn how to spell words associated with their topic;
- rhymes or mnemonics to help memorise spelling e.g. ght- great hairy toe, 'big elephants can't actually use small exits' for because;
- to become familiar with spelling rules e.g. 'i' before 'e' except after 'c';
- to recognise their own spelling areas and make corrections using e.g. spell checkers, various dictionaries;
- to know that some words contain silent letters e.g. know' lambs;
- to recognise that some words sound the same but are spelt differently e.g. hear/here (homophones)
- to recognise that some words may have different meanings but are spelt the same e.g. Reading/ reading;
- to recognise visual patterns both regular and irregular;
- to memorise and use word families, root and origin words plus letter strings;
- to discuss misapplied generalisations or reasons, for their misspellings or inconsistencies;
- to use apostrophes to spell shortened words e.g. don't, I'm;
- to be aware of the meanings, use and spelling of common prefixes and suffixes;
- to develop an enjoyment of words in terms spelling and meanings e.g. crosswords;
- to spell complex polysyllabic words that conform to regular patterns and use their knowledge of breaking words into manageable words

TEACHING AND LEARNING

There are identifiable stages or phases of spelling development:

Phase 1: Pre-communicative or preliminary spelling

Phase 2: Semi- phonetic spelling

Phase 3: Moving through phonetic spelling

Phase 4: Moving through transitional spelling

Phase 5: Independent spelling

Our scheme of work takes account of these stages which can be identified by observable behaviour patterns, typical of each phase.

Experiences

Children are taught words:

- from the National Curriculum via the No Nonsense Spelling programme
- specific to other subjects e.g. history, science, maths.

Teaching Strategies

Children are encouraged to take risks in spelling and to 'have a go'. Efforts are made to ensure spelling sessions are fun, active and purposeful.

Spelling is taught daily. Phonics, spelling rules and common exception words are taught from the No Nonsense Programme. We promote a multi-sensory approach to the teaching of spelling.

When marking the children's work, the teacher will identify no more than 4 spellings to be corrected. These will be words that it is expected the child will already know or should be learning. Spelling errors will be highlighted as follows:

- **sp- incorrect spelling** (only used for words that the children are expected to know)

The children will then write the spelling correctly in purple pen above the incorrect word and/or 3 times at the end of the piece of work.

Assessment and Record Keeping

Information will be gathered through:

- Teacher observation e.g. interest in words, willingness to
- 'have a go'
- Analysing work samples
- Discussing spelling with the children
- Pupil self-assessment
- Feedback from parents

In addition to the SATs for KS1 and the use of material from previous years, we also ascertain and record spelling progress through a half termly spelling tests which covers words that they have learned as part of their spelling homework. This is also the case in KS2.

Spelling is assessed using both the half termly spelling test and ongoing class assessment. Any children giving cause for concern should be discussed with the SENCo and may be offered additional support. However assessment is not simply recording scores, but should also be about noting children's

ATTITUDE
KNOWLEDGE
SPELLING STRATEGIES

Attitude Are children confident in their spelling knowledge?
Are they trying to spell words correctly?
Do they go back and check their work?

Knowledge to note might include
knowledge of graphophonics
knowledge of common letter patterns
increasing bank of known words
knowledge of a process/way of learning new words

Strategies to note might include
ability to use visual memory
ability to make generalisations
ability to proof read

Homework

From Year 2 onwards, children will have weekly spelling homework based on the words taught in class. Each week, children are provided with a differentiated list of words and 12 possible activities to complete. In Year 2 and 3, the teacher will choose the most appropriate activity for children to learn their spelling that week and model completing it in class. In Year 4 and 5, teachers will model and recommend strategies to children appropriate to certain sets of words. On occasion, children will be allowed to choose their own activity to begin to develop independence of learning.

In Year 6, to further develop independent learning, children will self-select a different activity each week to complete, considering their own learning styles and which activities are most effective for them. All work is completed in a Spelling Homework book.

Marking

See Marking Policy

Equal Opportunities

Pupils who are having significant difficulties with spelling may be placed on the **special needs register (see SEN Policy)** and participate in structured lessons in small groups with the SENCO or learning support teacher.

Role of the English Leaders

The role of the English Leaders are:

- responsible for implementing national initiatives, in consultation with the head teacher;
- to monitor the standards of spelling in the school;
- to develop and improve standards of spelling throughout the school;
- to maintain and add to the resources in school;
- to support teachers and classroom assistants through training and general advice;
- to work with parents to encourage an understanding of how to help children learn to spell with enjoyment and accuracy;
- to liaise with other subject leaders (including those from other schools) and the head teacher.

Monitoring and Evaluating

Children's spellings will be monitored and evaluated through scrutiny of pupils' written work, homework, participation in class spelling sessions, assessment tasks and SATs Grammar, Punctuation and Spelling tests at the end of KS1 and KS2.