

St Lawrence C of E (Aided) Junior School

Spelling policy

Introduction

Even in the age of electronic literacy, there will be many occasions when we will all need to express ourselves quickly and accurately on paper. We consider the ability to be able to spell correctly is an essential life skill and one that society demands.

The ability to spell easily enables an individual to become a more effective writer. When spelling becomes automatic, more thought can be put into what is written. The English Language is not a regular language but is systematic and patterned. Learning to spell is a process of working out such patterns and applying them to new words. Learning to spell is not just learning lists of words. It is a developmental process of learning to apply different strategies appropriately.

Aims

- to enable children to write independently
- 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

Teaching and Learning

We recognise that children pass through a series of stages in learning to spell. Teachers' assessment of individuals' work enables them to match their teaching to the stage at which the child is functioning, irrespective of their age or year group. This is done by grouping children according to ability and providing appropriate activities linked to the stage at which they are working. In addition children are taught spelling to meet the requirements of the New Primary Framework for Literacy.

Children are taught spelling as part of the Literacy Hour and a weekly focussed lesson. We recognise that spelling is a visuo-motor skill and therefore spelling is linked to opportunities for children to write down the words they are trying to memorise.

At St Lawrence spelling often forms a starter to the Literacy Hour when new strategies, letter strings, word families, root words, suffixes, prefixes, rules or word derivations are introduced, practised or revised. Opportunities are given for children to work in pairs and groups and to respond in a variety of ways. Children are taught strategies to help them to learn independently. These involve learning by sight, sound, movement, analogy, making trials and using the

Look, Say, Cover, Write, Check method. They also have individual spelling logs which contain such things as high frequency words to learn, aide-memoires of spelling conventions, strategies for independent learning, spelling targets, tests and personal spelling lists.

Children are given regular homework which takes the form of a spelling investigation or the study of particular words linked to writing, dictation or similar words.

Marking and Assessment

Children are encouraged to learn high frequency words listed in the New Primary Framework and the original Literacy Strategy. Subsequent spelling tests will take the following form depending on the child's age and spelling stage:

- Sometimes the words are put into sentences
- Words with the same letter pattern are put into a test in order for children to apply their knowledge to unknown words
- Words from previous weeks are added to the list for revision purposes
- Differentiated spelling lists are tested weekly

Children's work is sensitively marked to enable all aspects of their writing to be appraised, particularly the use of interesting vocabulary. Attention will be drawn through marking to the mis-spelling of high frequency words or those most recently studied. Evidence of progress is retained in the following ways:

We test spelling progress as part of the Optional SATS tests in the summer term.

When marking written work in Literacy teachers will underline misspelt words and according to the needs of the child will spell the word correctly or ask the child to find the correct spelling.

At the start of the following Literacy lesson the pupils will review the marking of the previous lesson's work. Children will write down the correct spelling at the back of their book to form a personal spelling log.

Once a term the class teacher or set teacher will choose random words to be tested. This will help ensure that all children will take pride and value the use of correct spelling.

Special Educational Needs

Some children may need more help to become a mature speller than others. This is often the case with children who have specific learning difficulties. A variety of approaches will be used to support progress; these include more individual time with their teacher or classroom assistant, specific guidance in how

to learn spellings, more structured homework, greater involvement of parents in supporting homework. If necessary an Individual Education Plan will be introduced and the Learning Support Service may be consulted.

Resources

New Primary Framework for Literacy
(www.standards.dfes.gov.uk/primaryframeworks/literacy)
Spelling Bank K.S.2
Alpha – Omega
Nelson Spelling Handbook 3 and 4
Nelson Spelling Handbook 5 and 6
Nelson Spelling work books

Monitoring and Evaluation

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

- scrutiny of test results
- work sampling
- lesson observation

All teachers will be involved in monitoring and evaluating children's progress. The Literacy Coordinator and the Head Teacher will be responsible for other aspects of monitoring and evaluation.

Last review date: November 2016

Next review date: November 2019