

MERE SCHOOL

Spelling Policy

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, but 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
- To promote a positive, rather than a punitive approach to spelling

Teaching and Learning

Children will be offered a wide range of spelling activities to provide a stimulus for all learning styles. They may take the form of:

- Whole class teaching
- Displays, word banks etc
- Games
- Dictionaries and thesaurus' at an appropriate level
- Audio visual activities (Video, DVD, On-line)
- Writing experiences through play

Children are taught spelling as part of the Literacy Hour and as part of a specifically focussed lesson.

At KS1 spelling is part of the progression in learning phonics and therefore links closely to learning to read. Young children are engaged in the following activities on a regular basis: puzzles, games, actions, rhymes, creative work as well as looking at and writing high frequency words.

- Reception children will follow the *Jolly Phonics* scheme, in conjunction with *Letters & Sounds*. (See Appx 1 for *Letters & Sounds* timetable))
- Years 1 & 2 will continue the use of *Jolly Phonics* where appropriate, and will also follow the planned phases of *Letters & Sounds*.

At KS2 spelling forms a key part of the day 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.

- *Letters and Sounds* where phonic knowledge is not embedded.
- KS2 children will follow *Support for Spelling*, and *Spelling Made Easy* at the discretion of the class teacher.
- Spelling activities will be supplemented by *Searchlights for Spelling*, which is available for years 2-6.

Children in both Key Stages are taught strategies to help them to learn independently. **Primarily, this is based on the use of phonics** but is supplemented through learning by sight, analogy, and using the Look, Say, Cover, Write, Check method.

Children also have individual writing journals, which contain such things as high frequency words to learn, aides-memoir of spelling conventions, strategies for independent learning, and personal spelling lists.

From Year 1, children are given weekly spellings to learn. This may be supplemented by regular homework, which takes the form of a spelling investigation or the study of particular words linked to writing, dictation or similar words.

Assessment Recording and Reporting

All children will be assessed twice yearly using the Vernon Scheme. Children failing to make progress will be highlighted and given appropriate support.

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 (see Marking Policy) Up to 5 mis-spelled words can be highlighted for the children to correct and learn.

Home/ School links

We recognise that parents have an active part to play in all aspects of their children's learning and can specifically help them to learn to spell.

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

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
- * pupil interviews

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.

Appendix 1

Letters and Sounds.

All timings of phases are approximate. They will begin and end when teacher assessment indicates that this is appropriate.

Children will be monitored through a tracking sheet. Those not meeting targets and levels, met by the majority of children, will be given added support.

Year R

Phase 1: Autumn term. Ongoing throughout Reception Year.

Phase 2: Autumn term. Ongoing throughout Reception Year.

(Phases 1 & 2 to be taught along side each other)

Phase 3: Summer term.

Year 1

Phase 3: Autumn term. Recap & assess.

Phase 4: Spring term.

Phase 5: Summer term.

Year 2

Phase 4: Autumn term. Recap & assess.

Phase 5: Spring term. Recap & assess.

Phase 6: Summer term.

Year 3

Phase 6: Ongoing throughout year as assessment indicates.