

Redmile Church of England Primary School



English Policy: Spelling

Introduction

All learning takes place through the use of language. This gives English a special place within the National Curriculum. This policy outlines the purpose, nature and management of learning and teaching English spellings in Redmile CE Primary School.

The school policy for English reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing body.

The implementation of this policy is the responsibility of all teaching staff.

The Nature of Spelling

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'. An understanding of the developmental spelling stage of each child will aid teachers in their teaching. 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 therefore need to be encouraged to look carefully at words. Children may also need to be helped to understand how the English spelling system works and how our history has influenced our spelling.

Spelling is an important aspect of writing but one that should not be allowed to dominate our marking and assessment. The content of children's writing should be valued.

Children need help and encouragement in order to develop as confident, competent spellers because the ability to spell most words correctly is often closely associated with positive self-esteem and affects performance in other areas of the curriculum.

Entitlement

All children will have an equal opportunity to access the curriculum (see Equal Opportunity Policy.)

Units of work within the Primary Framework for literacy for spelling (and the National Literacy Strategy as a point of reference) will be addressed, in line with the planning structure which is in place at Redmile School. The supplementary

Spelling Policy

Spelling Bank will also be used in Key Stage 2, as will Progress in Phonics (PiPs) and Playing with Sounds (PWS) in Key Stage 1.

Implementation

Work related specifically to spelling will be undertaken by the children each week in line with the National Literacy Strategy/Primary Framework. In Class 1 and 2 'Jolly Phonics', 'Playing with Sounds' and 'Progression in Phonics' are used, followed by 'Grammar for Writing', 'Jolly Grammar', and the Literacy Spelling Bank.

The 'Look, Say, Cover, Write and Check' approach to learning the spelling of words will be taught and encouraged. Children will be taught to look for common letter strings, patterns in words and spelling rules. Spelling games will encourage children to look closely at words. Where possible, children will be encouraged to identify their own spelling errors and edit accordingly.

The school's approach to spelling will be applied across the curriculum.

Children will be taught in their normal class group, although there may be exceptions as outlined under SEN.

All teachers will be responsible for the planning and teaching of spelling in accordance with the Primary Framework for literacy.

Teaching will take into account each child's developmental stage in spelling and all children's best attempts at spelling will be valued and built upon. Children will be shown which parts of a word are correctly spelt and those which need attention. Teachers will not allow the correction of spelling errors to become dominant. All spellings will be marked in conjunction with the schools Marking Policy.

All children will have access to suitable dictionaries and thesauruses appropriate to their age.

The learning of spelling will be encouraged as part of the home-school partnership and weekly spellings will be sent home to practise, in readiness for a test in school. Children will be given words according to their developmental needs, so the amount and level of difficulty will vary. Most spellings will be set as part of a list, others might be in the form of a sentence/s and may include the learning of definitions of words and punctuation.

Spellings will often link to other areas of the curriculum, particularly from Year 2 onwards, as this provides meaning, relevance and purpose and enables the child to achieve success in other forms of writing. For example, learning scientific words associated with the termly topic, will help the child to make links and form opinions when writing an analysis of results.

Special Educational Needs (SEN)

Spelling Policy

Some children, who may be experiencing difficulties, will be taught in groups (e.g. through catch-up programmes such as Early/Additional Literacy Support), often in a quiet area outside the classroom or for those with specific learning difficulties, TA or NN support may be needed on an individual basis. When a child is given spellings to learn as part of additional support work, they will not be expected to learn extra words to those set by the teacher; it is therefore crucial that staff communicate effectively with each other in order that the child is not over-loaded. It may be appropriate for the TA delivering the ALS programme, for example, to set the weekly spellings rather than the class teacher, as the success of the programme is partly dependant on the child's ability to learn specific words introduced each week.

Assessment and Monitoring

Teacher assessments, in line with the Primary Framework for literacy units of work, will be made at least annually.

In Reception, children's attainment will be recorded using the Foundation Stage Profile.

In Year 1 and the Year 2 children will be tested regularly using the most frequent word list from the National Literacy Strategy (which links to PiPs) and annually using NfER (Year 1) and Year 2 SATs.

In Key Stage 2 children will be tested regularly using the most frequent word list from the National Literacy Strategy and Spelling Bank and annually using the Optional SATs for Years 3, 4 and 5. Year 6 will complete the SATs.

Results of progress and standards will be discussed with the Literacy coordinator and action points will be implemented accordingly. Assessment details of Year 6 will be forwarded to Belvoir High School on transition.

ICT

The use of ICT has become a successful leaning and teaching aid throughout the school, particularly with Reception and SEN children, in helping children to recognise and learn spellings. For example, Interactive Teaching Programs are used at the start of the Literacy Hour to teach phonics or spelling rules and programs such as 'Sherston ABC', 'Clicker 4' and 'Wordshark' are used during independent activity time to enhance and reinforce learning. Many useful websites are frequently used during lessons, especially www.coxhoe.durham.sch.uk.

Areas for development

- To review systems of *how* we encourage children to learn spellings

Spelling Policy

- To ensure the spelling needs of 'disabled pupils' (as defined by 1995 Disability Discrimination Act) are being met and are included in our Provision Map.