



St. Saviour's Church, Coalpit Heath.

The Manor C of E Primary School

Policy: Spelling

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Date: November 2010

Approved: Headteacher

..... Chair of Governors

1. Rationale

Spelling is an intrinsic component of writing and therefore an important skill for everyday life. It is essential that children can effectively communicate their ideas through the written word and can adopt a wide-ranging vocabulary.

2. Purposes

- 2.1 To encourage and develop children's confidence in their spelling abilities.
- 2.2 To provide children with a structured approach to learning spellings.
- 2.3 To develop and extend the children's vocabulary, and their interest in words and language.
- 2.4 To develop and foster children's development as writers.

3. Guidelines

- 3.1 In KS2 children are taught spelling three times a week, mainly using 'Support for Spelling' and the DfE Spelling Bank. 'Letters and Sounds' is taught on a daily basis to those children in Reception, Year 1 and Year 2. If children in KS2 still require Letters and Sounds support, their spellings must be based on the sounds they are currently working on in the correct phase of Letters and Sounds.
- 3.2 Children are given new words to learn each week. These are differentiated topic words, word families or tricky words.
- 3.3 Children are encouraged to learn the 'Tricky Words' which are non-phonetic, high frequency words.
- 3.4 Teachers ensure that children know the alphabet, vowels and phonic blends as an aid to language.
- 3.5 Children are encouraged to use the 'look, cover, say, write, check' approach to learning spellings at home.
- 3.6 Children are encouraged to attempt part or all of a spelling before asking for help e.g. initial blends, vowels, endings. They are also encouraged to draw a squiggly line under words they are attempting to 'have a go' at rather than avoid using it.
- 3.7 A selection of dictionaries and thesauruses are provided in each classroom to encourage children's independence.
- 3.8 Tricky words are displayed in classrooms where appropriate. Word banks, spelling lists or topic lists are also displayed in each classroom to encourage children as independent writers.

- 3.9 Children are encouraged to recognise some of their own mistakes during the editing process. They are encouraged to use dictionaries, word banks, and word processors to check their spelling, as appropriate to their ability.
- 3.10 Teachers mark children's work in accordance with the marking policy. All mis-spelt words may need to be corrected by the teacher if the work is to be published. Children are encouraged to check and record incorrect spellings, as per the Marking policy.
- 3.11 Teachers respond to children's spelling positively by praising progress and use of newly learnt words, and by recognising good attempts at spelling words.
- 3.12 Where children have specific difficulties with spelling, their needs are addressed by the Class Teacher and SENCO. Strategies include using an adult as scribe in order to encourage their development as writers, or being withdrawn for support in a small group, or using a word processor. Identified children follow an intervention programme.
- 3.13 Emphasis is placed on the link between spelling and reading, and spelling and handwriting.
- 3.14 Teachers assess each child's spelling development and differentiate the strategies each child needs to develop their spelling ability. Evidence of spelling progress may be assessed through pieces of first draft writing, weekly spelling tests, optional SATs, phonic tracking and yearly NFER spelling tests.
- 3.15 Parents are encouraged by staff to help their children learn their spelling list, using the spelling proforma.