

Brize Norton Primary School
ENGLISH POLICY 5: SPELLING

This policy was adopted by the Governing Body on January 2009

Review Date Planned	Review Date	Date adopted by Governing Body
26th January 2012	26 th January 2013	
26 th January 2016		

Philosophy

At Brize Norton School we want children to be able to write with ease and confidence and this is underpinned by the development of a range of skills. We recognise that correct spelling is essential for communication and we believe that children should be aware of this requirement. The systematic teaching of phonics and the learning of high frequency words is vital in developing spelling skills. We use ideas and teaching strategies from Read Write Inc and from the National Literacy Strategy. We want children to become confident in learning and using the 44 phonemes (sounds) to build up words. We want children to develop the skills to break words into syllables, phonemes, graphemes (written representations of phonemes) and recognize whether they have used acceptable spelling skills at different stages, e.g. and emergent writer may be praised for having used the initial and final sounds in a word, a developing writer may be praised for writing phonemically correct words.

Aims

- To enable children to write with accuracy in all their work;
- To develop correct spelling habits, recognising the importance of these;
- To recognise errors in own writing and use independent strategies to correct these.

We want children to develop correct spelling habits and help them to recognize the importance of these.

Teaching and Learning Style

At Brize Norton Primary School we use a variety of teaching and learning strategies in spelling lessons, as recommended by the Renewed Framework. We recognise that aural ability, visual perception skills and motor skills affect spelling. Strategies used include:

- From an early age training children to look closely at words
- Encouraging children to 'try' to spell unknown words rather than just ask for them
- Use class word walls/banks/cards to support words, especially 'red' words (words identified in Read Write Inc. as words which cannot be 'sounded out') to support spelling
- Train children to reread and correct, sometimes to peer mark
- Ensure that teachers focus on some personal spelling errors for each child to practice in school
- Learning of high frequency spelling words (red words)
- Use on onset and rhyme activities and spelling rules in Key Stage 2
- Training in the use of a dictionary to support spelling

Foundation and Key Stage 1

In Foundation Stage Letters and Sounds (Phase 1) and Read Write Inc resources are used to teach phonics. 'Freddy' is used in identifying and finding the number of syllables, phonemes and graphemes from the 44 phonemes of the English language. They also learn high frequency words (red words)

which do not follow the phonetic and graphic rules. The children are given as many experiences as possible to use their knowledge and help them to recall spellings and patterns when needed.

Children's phonic knowledge and the application of this, in Foundation Stage and Key Stage 1 are regularly assessed and the children are grouped by ability. Phonic sessions are taught every day and then incorporated into all reading and writing activities.

Key Stage 2

In Key Stage 2 the children follow the spelling objectives in the Primary Framework, in relation to their stage of development. Children are regularly assessed and grouped by spelling ability. Children have a weekly set of words to investigate and learn, often following a given spelling convention. In addition high frequency words are taught each week. The children use look, cover, write, check to practise their spellings in school and at home. They are tested each week on these words. Spelling investigations and the application of spelling conventions are then applied in all written work.

In Key Stage 1 and 2 the online program Spellodrome is used to support the teaching of spelling. Children access this in school and at home.

Homework

In Foundation Stage and Key Stage 1 weekly homework tasks often related to phonic learning. Children in Key Stage 2 are given set of spellings to learn at home each week, which are tested at the end of the week or beginning of the following week.

Parent workshops are held in Foundation Stage and Key Stage 1 to ensure that parents know how the school teaches phonics and how this can be supported at home. A range of support guides are available for parents on the website or from the office.

Assessment

Children are trained to review their own work, and to work with response partners to draft and review their spelling and writing. Apart from on-going formative assessment, children may have their spelling assessed by the use of a dictated passage, cloze passages (gap-filling), SATs and Optional SATs tests or by a standardised spelling test. Assessments of leveled writing are also made termly and from Year 2 upwards there are annual summative assessments of spelling through SATs and optional SATs. In Foundation Stage and Key Stage 1 children development of phonic knowledge is tracked thoroughly each term and this information is used to group children, identifying the next steps for individuals.

Additional programmes may be used for children with specific difficulties with spelling.

Related Policies

The speaking and listening policy should be read in conjunction with the following policies,

- Overview English Policy
- Speaking and Listening Policy
- Writing Policy
- Reading Policy
- Handwriting Policy

Review and Evaluation

This policy was drawn up by the English coordinator in consultation with the staff. It will be reviewed in-line with curriculum developments by the coordinator.