



Summerseat Methodist Primary School

Spelling Policy

The Governing Body of Summerseat Methodist Primary School adopted this revised policy on December 19th 2012

Spelling Policy

At SMPS accurate spelling is taught, practiced and valued throughout the school. We consider the ability to be able to spell correctly an essential skill for good communication and one that society demands. Children should have organised, structured and appropriate support to improve their spelling skills.

AIMS

By having a consistent approach throughout school we aim to teach spelling in such a way that will enable teachers:

- To provide children with a wide range of spelling strategies to enable them to be confident, competent and independent readers and spellers.
- To deliver the spelling objectives outlined in the letters and sounds (EYFS and Key stage 1) and Support for Spelling (Years 2-6).
- To provide a wide range of auditory, visual and kinaesthetic activities and experiences in spelling, in order to meet the learning styles of all children within the classroom.
- To link spelling with other areas of the curriculum, in order to make it more meaningful and relevant to the children.

The teaching of spelling should be taught as part of a specifically focused lesson. Children's learning of spelling will also be inherent in all literacy work although it may not be the focus of each lesson. The handwriting scheme focuses on spelling which is also linked to the Phonic Phases in 'Letters and Sounds' and 'Support for Spelling'.

Reception

In Reception, children work on Phase 1 Letters and Sounds where they will begin to develop:

- Sound discrimination
- Rhythm and Rhyme
- Alliteration
- Voice Sounds

When the children are ready they will begin to orally blend and segment CVC words.

In Reception children will be working towards using their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words. They will have a 20 minute 'Letters and Sounds' session each day.

This will include:

- Multi-sensory approach linking the teaching and practicing of letter shapes and patterns. The children will learn to discriminate and make connections between letter sounds and use the ‘Letters and Sounds’ phonics program phase 1-4.
- Investigating words that rhyme.
- Writing the beginning and ending sounds of words.
- Blending cv, vc, cvc cvcc ccvc words (c = consonant, v = vowel).
- Starting to learn “tricky” words and high frequency words.

Key Stage 1

Following the ‘Letters and Sounds’ (Year 1 phase 4-5/ Year 2 phase 6) programme of work the children will take part in a 20 minute phonic session. They will learn to:

- Write each letter of the alphabet and regular vowel digraphs and begin to use irregular digraphs and trigraphs.
- Use their knowledge of sound symbol relationships and phonological patterns.
- Recognise and use simple spelling patterns.
- Write common letter strings.
- Spell common words and high frequency words.
- Spell words with common prefixes and suffixes.
- Check their spelling by using word banks and dictionaries.
- Use knowledge of word families.
- Write, at least, the first hundred high frequency words.

Key Stage 2

Following the ‘Support for Spelling’ the pupils will take part in a daily focused spelling session when they will be taught the spelling objectives alongside the use of strategies for spelling unfamiliar words.

Key Stage 2 will cover:

- Sounding out phonemes
- Breaking words into syllables.
- Applying knowledge of spelling conventions.
- Use knowledge of common letter strings, visual patterns.
- Use word banks, dictionaries and spell-checkers.
- Use and spell common prefixes and suffixes.
- The relevance of word families, roots and origins of words.
- Use appropriate terminology including vowel, consonant, homophone and syllable.
- Pupils should be taught to revise and consolidate words they can spell correctly and to check the spelling and meaning of words.

Pupils will have the use of strategy prompt cards to refer to throughout writing activities (cross-curricular). They will use a personal writing and spelling journal in which they will record their own useful/interesting words and spelling strategies. Other dictation and spelling activities will be recorded in their literacy books.

Both in Key Stage 1 and Key Stage 2 children are taught strategies to help them to learn how to spell independently. Children will be given regular spelling homework which relates to the objectives and strategies they are working on in class. This may be a Look, Cover, Remember, Write and Check activity, writing words within sentences or a cloze procedure activity.

Special Educational Needs

Children with special educational needs are encouraged to take full part in spelling sessions. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary. Children with specific difficulties will receive additional support in the classroom using a variety of approaches to support their progress. Pupils who need it are withdrawn for short periods, to participate in individual or small group programmes. These may include 'Early Literacy Support' (ELS) Programme based on their Individual Education Plan.

Marking

Pupil's spelling in work books will be marked in line with the unit they are covering at that time. This could be a specific spelling pattern or key words. It will be marked in line with our marking policy that identifies in green how spelling can be improved.

Assessment

The accuracy of spelling pattern and the range of strategies utilised by pupils will be assessed and tracked to identify next steps for learning and learning gaps. Data will be collected from:

- Regular spelling assessments based on the phonic phases/learning objectives and dictation sentences/passages based on learning objective
- Optional SATs (Yrs 3, 4, 5) and SATs (Years 2 and 6)
 - Scrutiny of work books

Monitoring and Evaluation

The standards and quality of the teaching and learning of spelling will be monitored by the literacy coordinator and reported to the Leadership Team in the following ways:

- Work sampling
 - Scrutiny of assessment records
 - Literacy planning

This information will be used to identify trends in attainment to allow the leadership team to evaluate the impact of practice.

November 2012