

Brize Norton Primary School

ENGLISH POLICY 5: SPELLING

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 recognize 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 recognize 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 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.

Key Stage 2

In Key Stage 2 the children use Spelling Activity books and log books in which they search for syllables, graphemes and phonemes in a structured way. They challenge response partners, peer mark, discuss patterns and choose their own 'red words' (words which they personally have decided that they to learn) to learn. The emphasis is on the children having more control of their spelling targets and for them to enjoy and not fear words. The aim of spelling activities is for the children to be able to apply their understanding and knowledge to their day-to-day writing.

Homework

We do not send home lists of words for children to learn but on occasion children may be given a spelling investigation or consolidation activity to complete at home. Some children with Special Educational Needs may be given keywords to learn as part of their IEP targets.

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 Year2 onwards there are annual summative assessments of spelling through SATs and optional SATs. Special 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.

January 2009.