

Brown Clee C.E Primary School

Spelling



POLICY DOCUMENT

Reviewed September 2018

To be reviewed September 2019

At Brown Clee Primary school we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we will equip them with the independent to attempt spellings before asking adults for help.

Aim(s):

- Develop and teach the children to use a range of effective spelling strategies.
- Encourage creativity and the use of ambitious vocabulary in their writing.
- Enable children to write independently.
- Enhance proof reading and editing skills.
- Encourage children to identify patterns in words.
- Promote a positive and confident approach to spelling.
- Help children to use dictionaries and spell checkers effectively.
- Provide equal opportunities for all children to achieve success.

This policy supports our school aim of raising writing standards.

Teaching and Learning:

Spelling is taught as part of a planned programme following the requirements of the National curriculum. In addition, handwriting, reading and writing sessions afford many opportunities for talking about spelling – revisiting and practising strategies.

EYFS & Year 1:

High quality phonic work is taught in EYFS and Year 1 through the Letters and Sound programme, linked with Phonics Play. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development. Common exception words are also taught alongside phonic sessions.

Year 2 and KS2:

An investigative approach is taken to the teaching of spelling in Year 2 and Key Stage 2 in line with the spelling objectives in the national curriculum. Spelling sessions are supported by the No Nonsense spelling (Babcock) programme. Spelling sessions take place 4 times a week to ensure children have the opportunity to practise and embed new spellings. This also includes the learning of the statutory word list in the curriculum. Where necessary, some pupils will consolidate their phonic knowledge and skills from Key Stage 1.

Upper KS2 are encouraged to take responsibility for proofread spellings and correct them independently.

Spelling Homework:

Children receive spellings to be tested on and these spellings are also published on the school website. Spellings are differentiated and include spellings based on their weekly spelling pattern and topic or revision words as required. Year 1 spellings are linked to their phonic sounds, common exception words or the Year 1 statutory list.

Each class has their own spelling test procedure:

Class 1: No test, but teaching of spelling patterns and high frequency words linked to daily phonics.

Class 2: Spellings given on Monday, tested the following Monday.

Class 3: Spellings given on Thursday, tested the following Thursday.

Class 4: Spellings given on Monday and tested following Monday, using self-assessment, peer-assessment and self identification of errors.

Assessment:

Children are assessed at the end of each term using Diagnostic Spelling Tests – these can identify key spelling pattern errors as well as also providing a spelling age. For children following the phonics programme assessment is ongoing to ensure children are picked up for intervention as required. As part of the Key Stage 2 testing the children in Year 6 will also undertake the Spelling, punctuation and grammar text.

Weekly spelling tests are used throughout the school.

Children are encouraged to proofread their written work to identify their own spelling errors initially, with the use of proof-reading checklists and word walls/key word displays being available to identify the words that they are expected to know. When book scanning, teachers may identify misspelt words by double underlining the word (KS2) or underlining in pink highlighter (KS1). Children are expected to rewrite that word in their green proofreading pen, as directed by class expectations eg above the error, below the work. Teachers will not correct every spelling if it is beyond what has been taught or if children already have multiple errors to correct. Once a child is secure in the spelling of that word, it will not be accepted spelt incorrectly.

Children are encouraged to edit and improve their spellings independently before handing in their work. In Year 2 and 6, when the work is being used as an assessed piece, incorrect spellings will not be indicated in the margin as this will not count as an independent piece of writing.

Monitoring and evaluation:

Teaching staff monitor their pupils through observation, teacher assessment, checking of work and testing. The English coordinator regularly monitors planning and observes spelling lessons.

Inclusion:

We teach spelling to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. Spellings are differentiated and spelling interventions are run regularly.

Governing Body:

Governors are involved in monitoring of spelling through class link visits and Learning Walks.