

# **ULEY PRIMARY SCHOOL**

## **SPELLING POLICY**

### **MISSION STATEMENT**

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

Spelling is taught, practised and valued throughout the school. We consider the ability to be able to spell correctly an essential life skill and one that society demands. The English language is not a regular language but is systematic and patterned. Learning to spell is a process of working out such patterns and applying them to new words. Learning to spell is not just learning lists of words. It is a developmental process of learning to apply different strategies appropriately. Children should have organised, structured and appropriate support to improve their spelling skills.

### **AIMS AND OBJECTIVES**

- Encourage all children to be confident in reading and spelling
- Know and use a variety of strategies to learn relevant skills
- To enable children to write independently
- To enhance skills of proof reading.

### **TIME ALLOCATION**

The teaching of spelling should be taught as part of a specifically focused lesson using appropriate advice given in the National Literacy Strategy. Children's learning of spelling will also be inherent in all literacy work, though it may not be the focus of each lesson.

## **THE TEACHING OF SPELLING**

### **Foundation Stage**

During the Foundation Stage, children will be working towards using their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words.

- Multi-sensory approach linking the teaching and practising of letter shapes and patterns. At this early stage, children learn to discriminate and make connections between letter sounds and use the 'Letters and Sounds' phonics program alongside the Jolly Phonics scheme.
- Recognise words that rhyme.
- Write beginning and ending sounds of words.
- Blend cv, vc, cvc words (c = consonant, v = vowel).
- Start to learn "tricky" words and high frequency words.

### **Key Stage 1**

- 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.
- 'Letters and Sounds' phonic program.
- First hundred high frequency words.

### **Key Stage 2**

Pupils should be taught to use strategies for spelling unfamiliar words.

- 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.

Both Key Stages are taught strategies to help them to learn independently. Children are given regular spelling homework.

## **TEACHING SPELLING TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Children with specific difficulties will receive additional support in the classroom using a variety of approaches to support progress; these may include the 'Early Literacy Support' (ELS) Program, Snappy Lessons specific guidance and classroom assistance. If necessary an Individual Education Plan will be introduced.

## **MONITOR AND EVALUATION**

The standards and quality of the teaching and learning of spelling will be monitored in the following ways:

- Regular spelling assessments;
- Optional SATs (Yrs 3, 4, 5) and SATs (Years 2 and 6) results analysed;
- Work sampling;
- Lesson observations within the Literacy Hour;
- Use of NFER Assessment.

Policy Review: September 2011  
Next Review: September 2014