

ST HELENS PRIMARY SCHOOL SPELLING POLICY

INTRODUCTION

At St Helens 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 equip them with the independence to attempt spelling before asking for adult help.

AIMS

- Develop and teach the children to use a range of effective spelling strategies.
- Encourage creativity and the use of more ambitious vocabulary in their writing.
- Enable children to write independently.
- Enhance proof reading and editing skills.
- Encourage children to identify patterns in words and spellings.
- Promote a positive and confident attitude towards spellings.
- Help children to use a range of dictionaries and spell checks effectively.
- Provide equal opportunities for all pupils to achieve success in spellings.
- To guide each child towards becoming an effective speller.

This policy supports our school aim of raising standards across the school in English.

TEACHING AND LEARNING

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

THE TEACHING OF PHONICS

High quality phonics is taught systematically from reception to Year 2. Letters and Sounds will be used. A discrete period of 20 minutes will take place daily within Key stage 1.

Children will be taught

- The grapheme-phoneme correspondence in a clearly defined sequence.
- The skill of segmenting words into their constituent phonemes to spell.
- That blending and segmenting are reversible processes.

Where assessment demonstrates a need phonic intervention groups will be used within KS2.

HIGH FREQUENCY WORDS

Throughout each phase the tricky high frequency words will be taught. Children will use the Look Say Cover Write Check system for learning a new spelling. The teacher will use a variety of methods to ensure the correct spelling of the high frequency words appropriate to each phase plus topic specific vocabulary.

TEACHING OF SPELLINGS

Children will be encouraged and given time to edit their own work and correct spellings. Teachers should recognise worthy attempts made by the children to spell words but should also correct selectively and sensitively.

In addition to phonics input Year 1 and 2 will receive one spelling session a week. As support the class teacher will use the 'No Nonsense Phonics and Spelling Programme' for mixed ability Year 1

and 2. The 'No Nonsense Programme' is based on letters and sounds whilst covering the national curriculum spelling objectives. It will introduce an investigative approach to spellings.

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum. Where appropriate these are supported by the 'No Nonsense Spelling' (Babcock). In KS2 spelling sessions take place two to three times a week to ensure children have the opportunity to practise and embed new spellings. This will include the learning of the statutory word lists in the 2014 English curriculum. In addition to this, spelling homework is given each week. Where necessary, some pupils will consolidate the phonic knowledge and skills from Key Stage 1.

PLANNING

Teachers in KS1 are to use mixed year 1 and 2 no nonsense planning (Babcock) which links to the 'Letters and Sounds' planning manual.

KS2 teachers are to use Babcock's 'No Nonsense Spelling', this will be followed on a two-year rolling programme. Planning across the whole school is to follow the sequence of 'Revise Teach Practise and Apply/Assess'.

Where pupils have made limited progress, individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEND coordinator and parents.

HOMEWORK

Children are to receive weekly spellings. Spellings are to be differentiated and are to include words from each year's statutory spelling list. KS1 spellings are to be based upon the phonic sounds the children have learnt. This is to consolidate the learning from their phonic lessons and to check they are applying their phonic knowledge. KS2 spellings are to include words from the statutory spelling lists and spelling patterns set out in the National Curriculum.

RESOURCES

To enable all children to develop the range of strategies taught classrooms will be well equipped to support the different activities and learning styles. Resources may include: whiteboard and pens, ICT spelling games, magnetic letters, word banks (including cross curricular words as well as high frequency words), word cards, thesaurus, dictionaries, picture dictionaries, wall charts, Letters and Sounds framework.

ASSESSMENT

Children are assessed at the end of each phase during the Letters and Sounds programme before moving onto the next phase. Spelling tests are used throughout the school. Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching. When marking, teachers do not correct beyond what has been taught about spelling. Once a child is secure in their spelling of a word, it will not be accepted spelt incorrectly. Teachers will use the spelling assessment (SWST) to establish a spelling age where required and to support their planning, teaching and assessments. As part of the end of Key Stage 2 testing, the children in Year 6 will undertake the Spelling and Punctuation and Grammar test.

MONITORING AND EVALUATION

Teaching staff monitor their pupils through observation, teacher assessment, marking work and testing. The subject leader will regularly review the spelling and will work with the Head Teacher to evaluate any relevant areas of the School Development Plan when appropriate.

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. Equality of opportunities is always observed with positive attitudes to spelling development being irrespective of disability, gender, race, ethnic origin, culture, language or religion.

GOVERNING BODY

The English Coordinator will encourage positive links with the English Lead Governor to keep the governing body informed of all major issues related to spelling in the school. Information will be passed to governors when necessary to inform them of developments and progress within spelling at St Helens Primary School.