

CALSHOT PRIMARY SCHOOL

Spelling Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential'

On leaving the Foundation Stage most children should be able to:

- Show an awareness of rhymes and alliteration
- Represent some sounds correctly in writing
- Use phonic knowledge to write simple regular words correctly
- Make phonetically plausible attempts at more complex words

On leaving KS1 most children should be able to:

- Have confidence in their own ability to spell words and be willing to 'have a go'
- Use a range of strategies to spell unfamiliar words (phonic strategies, visual patterns, dictionaries, word banks, personal wordbooks etc)
- Spell high frequency words accurately in their general writing
- Make phonetically plausible attempts to spell polysyllabic words applying their phonic knowledge and knowledge of visual patterns
- Recognise most common spellings for each phoneme

On leaving KS2 children should be confident spellers who use a range of strategies to spell words accurately. They should be able to:

- Spell correctly polysyllabic words breaking them down into small units
- Spell correctly words with complex regular patterns e.g. —ious, -ial
- Use root words, prefixes and suffixes as a support for spelling
- Use their knowledge gained in spelling/phonics lessons to feed directly into free writing and writing in foundation subjects
- Use dictionaries, personal wordbooks, IWB and IT spell checkers appropriately to support their spelling
- Use visual skills to check spellings and identify and correct mis-spelt words in their own writing

Overview of Spelling Development

The development of spelling skills is often divided into five stages:

Pre-phonetic speller

Children are aware that print carries meaning and assign a message to their own symbols. Their writing is not readable without the author present.

Semi - Phonetic Speller

Children's unaided writing shows some awareness of sound symbol correspondence. They represent words with one or two letters, often mostly consonants. They begin to spell known sight words accurately.

Phonetic Speller

Children often choose letters for the sound they represent. All main sounds in a word are recorded. They can spell a bank of common words accurately.

Transitional Speller

Children use visual strategies and word meaning to aid spelling. They have learned the spelling of specific irregular words.

Independent Speller

Children use a multi-strategy approach to spelling. They can automatically recall a large bank of words and often recognise when a word doesn't look right.

Teaching Spelling

Children should **always** learn new spellings using:

LOOK - SAY - COVER - WRITE - CHECK

- When the children need a spelling in the course of their writing they are encouraged to try the spelling out first themselves on a post it, then consult the teacher. Correct spellings will be transferred into their personal wordbook. This gives the teacher an opportunity to assess the child's spelling strategies.
- More able children will use published dictionaries increasingly as their competence grows.
- It is sometimes appropriate for children to '*have a go*' at spellings in the course of their written work, for example in first drafts, so that they don't lose the flow of what they are attempting to write, or for assessed writing.
- If children need to write without the interruption of looking up words, they can use a '*magic line*' to indicate a spelling they are unsure of i.e. write initial phoneme followed by a short line which they can return to at a later time. For example; p_____ (perhaps) th_____ (thought). A maximum number of '*magic lines*' should be set by the teacher to avoid over reliance on the strategy.

- Pupils should be encouraged to edit their own work using a highlighter or coloured pencil and check for mis-spelt words.

Marking spelling

- When written work is being marked up to 3 mis-spelt words may be selected by the teacher for the children to practise as a 'close the gap' activity. They should be practised using *the Look, Say, Cover, Write, Check* system.
- Class spelling tests comprise NLS words appropriate to each year group, and can include personal words and topic words.

Resources

All classrooms have a range of dictionaries, wordbooks and word banks available as appropriate. The children will have a personal wordbook to collect personal spellings. At key stage 1 these will be *Oxford Reading Tree Word Books* and from Year 3 onward *Basic Skills Word Books*. Each child will maintain a personal wordbook until the teacher feels it is no longer necessary.

At Foundation and Key Stage 1 the NLS, *PIPs, Playing with Sounds, Letters and Sounds* and *Dew* documents are used to support the teaching of spelling.

At Year 2 and through Key stage 2 the *Support for Spelling* document will be used for guidance. Available at

<http://nationalstrategies.standards.dcsf.gov.uk/node/183127>

At Key Stage 2 the *NLS Spelling Bank* is used, this is available at www.standards.dfes.gov.uk/primary/publications. Also *Spelling for Literacy (Andrew Brodie)*.

Throughout both Key Stages teachers will utilise the relevant strands for Word Structure and Spelling as outlined in the Renewed Literacy Strategy. Available at www.standards.dfes.gov.uk/primaryframeworks/

The Nelson Spelling Scheme is available in school to support the teaching of spelling throughout both Key Stages.

Policy written by N.Long (Autumn 2010)