

Spelling policy Ballifield Primary School

Spelling is an integral part of children's reading and writing development. Learning to spell is a process of learning and then applying patterns to new words. As children develop spelling competency, their confidence and independence in writing will increase. We believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects.

The aims of teaching spelling

- Children to become confident spellers using a range of skills and strategies.
- Children to have an interest in words and their meanings.
- Children to have a growing vocabulary.
- Children to use spelling skills in all areas of the curriculum.

Objectives

- To teach children to:
- Spell confidently the words that they are using frequently in their writing.
- Spell new words with an increasing range of phonetic knowledge.
- Learn to check and correct spellings.
- Learn strategies to spell unknown words correctly.

Teaching and learning strategies

Children should become actively involved in their own spelling development. Children need to investigate and generate rules and patterns for themselves through planned activities. In investigating words for themselves children begin to construct patterns and generate rules. Children will be taught using a multi-sensory approach so that children who learn in different ways have every chance of developing their ability to spell. Good spellers use a range of strategies. The whole class and pupil activities use a variety of approaches.

Visual

Remembering common pattern strings; writing words down to check if they look right.

Looking for words within words.

Aural and oral

Hearing and pronouncing words, emphasising or exaggerating. Pronunciation to aid learning (e.g. *Wed – nes – day*), breaking words into syllables or phonemes.

Kinaesthetic – writing common patterns, tracing over words, sky writing as you say each letter; getting the feel of common handwriting joins.

Cognitive – knowing rules, conventions, possible and impossible combinations; identifying word roots, suffixes and prefixes; using knowledge of grammar and mnemonics.

Reception – children will be taught phonics for 20 minutes each day as per Letters and Sounds. This will be reinforced throughout the day.

Year 1 – Children will be taught phonics for 20 minutes each day as per Letters and Sounds. This will be reinforced throughout the day during other areas of learning

Years 2-6 – Children will be taught spelling rules and conventions using No Nonsense Spelling scheme which reflects the National Curriculum 2014 Appendix for spelling. Children who still need work on Letters and Sounds will be taught this as an intervention.

Homework Children will be given spelling homework each week. This will be based on Letters and Sounds, common exception words and spelling rules from NNS scheme in conjunction with the National Curriculum Appendix for spelling. These will also be a focus for spelling during the week's learning. Children will be given between 6 and 10 spellings (this will be differentiated according to the child's ability) each week that they must learn and write in a sentence (where age appropriate.) The use of the spellings in a sentence will highlight both the ability to spell the word correctly and how well the child understands the meaning of the word.

Marking Spelling

It has long been accepted that to highlight every spelling in a child's writing can be especially damaging for the child. A marking focus is essential where teachers mark to the learning target rather than identifying all errors. Teachers will highlight words that children frequently spell incorrectly and children will then practise spelling these words in their books.

SEN

Children with special needs in spelling will be helped by appropriate intervention, e.g. teaching assistant support, extra phonics sessions and resources in class. Children who have spelling as a focus on their IEP will work in a small group, or individually, with the teaching assistant on a regular basis.

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