



## **Olveston CEVC Primary School** **Spelling Policy**

Spelling is taught, practised and valued throughout the school. We consider the ability to be able to spell correctly is 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.

### **1 Aims and objectives**

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

### **2 Time allocation**

The teaching of spelling should be taught as part of a specifically focussed 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.

### **3 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

Strategies include:

- 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' phonic 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)

### **Key Stage One**

- Write each letter of the alphabet
- 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 alongside the Jolly Phonics scheme.

### **Key Stage Two**

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 spellcheckers
- 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.

#### **4 Teaching spelling to children with Special Educational Needs (SEN)**

Children with specific difficulties should receive additional support in the classroom using a variety of approaches to support progress; these may include 'Snappy Lessons' phonics programme and a classroom assistant to support learning in class. If necessary an IEP (Individual Education Plan) will be introduced and the Learning Support Services may be contracted.

#### **5 Monitor and evaluation**

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

- Regular spelling assessment.
- SATs results analysed (Standard Attainment Tests)
- Work sampling
- Lesson observations within the Literacy Hour

Date of Policy: May 2011

Review Date: May 2013