

Spelling Policy



Mowmacre Hill
Primary School

This policy was written in June 2016

This policy is renewed annually and so will be renewed: June 2017

Print Name _____

(Chair of Advisory Board)

Signature _____

Introduction

At Mowmacre Hill Primary School 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. Learning to spell is a process of learning and then applying patterns to new words.

Aims

We aim to:

- give pupils the tools that are necessary for spelling accurately;
- enable all pupils to develop their own strategies for spelling confidently;
- encourage creativity and the use of ambitious vocabulary choices;
- give pupils a love of language.

Organisation and Assessment

We have chosen to adopt the 'Read Write Inc.' phonic programme which focuses on teaching the development of solid phonic skills to improve reading, spelling and writing. As part of these lessons, each classroom has 'Read Write Inc.' displays with the relevant speed sound chart.

We provide children with a variety of opportunities to apply different spelling strategies appropriately and the children are tested twice a year, in September and July using the SWST spelling test.

Teaching and Learning

We follow the principles of 'Read Write Inc.' when teaching spelling. Pupils learn the 44 common sounds in the English language and how to sound blend for reading (decoding) and spelling (encoding). The quicker they grasp the skill of encoding the more they write of what they have composed in their head. Pupils need to have both good word recall and good oral language comprehension in order to write. Good word recall is dependent upon encoding rapidly, and as writers we need to encode rapidly before we can write even the simplest message.

'Read Write Inc.' has five underlying principles which are important when delivering the scheme:

- Pace – for pupils to complete the programme as quickly as possible;
- Praise – pupils learn more quickly when they are praised for what they do well;
- Purpose – each activity within the programme has a clear purpose;

- Participation – all pupils take part in all of the lesson;
- Passion – show the pupils how much we enjoy teaching the lessons.

Foundation Stage and Year 1

The emphasis within the Foundation stage is on systematic, multi-sensory, high quality phonics work, which is embedded within a rich language experience. Spelling is taught within the phonic sessions (please see the Phonics policy for more information)

Year 2 and Key Stage 2

At Key Stage 2 and during year 2, if the pupils are no longer following the 'Read Write Inc.' programme for phonics they move to the 'Read Write Inc. – Get Spelling' programme which has an emphasis on developing a range of strategies to remember how words are spelt, including mnemonics and spelling rules.

Within the sessions (10-15 minutes each), five times a week the children are taught:

~**the alphabetic code** for **logical** spelling

~**common root words** with **prefixes and suffixes**

~**mnemonics and strategies** for learning **irregular** words

~ **how to identify quickly** their own frequently misspelt words

The children are helped to **embed new knowledge** by articulating their learning at every step.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying the highlighted spelling errors in their work, making reasoned choices about likely alternatives and using a range of resources (dictionaries and word banks) for making corrections.

Marking within other lessons

Pupils' work is sensitively marked to enable all aspects of their creative writing to be assessed, particularly the use of interesting vocabulary that they may not necessarily have spelt correctly but have 'had a go' at. Wherever possible, spelling errors are tackled with pupils present. Teachers highlight misspelt words in Key Stage 1 as appropriate and up to three misspelt words in Key Stage 2 using the initials 'sp' although this is at the discretion of the teacher, depending on the pupil. Pupils are given time to correct any spelling errors.

Equal opportunities

The aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access Spelling at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by providing further challenge

Children with Additional Needs

Using the 'Read Write Inc.' assessment, any pupils who are identified by the class teacher or Inclusion Manager as either having fallen behind the age expectations or remain at the same 'Read Write Inc.' level for two cycles are given extra support by a TA using the '1-1 tuition' materials.

A combination of schemes including 'One to One Phonics, and 'Freshstart' may also be used to support these pupils, depending on specific weaknesses and areas of development.

Monitoring

The school monitors the teaching of spelling using the following strategies:

- lesson observations by the Phase Leaders and SLT;
- monitoring teachers planning of RWI;
- pupil interviews;
- evaluating pupils' progress through assessment;

Role of the Advisory Board

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

Policy Review

This policy was written by the English Leader

It is due for review during the Summer term of 2017.

Signed Chair of Advisory Board