



Spelling Policy

Rationale

The ability to communicate clearly in written form is a key skill that children need to acquire; accurate spelling is a vital part of written communication. The ability to spell correctly is often closely associated with good self-esteem and affects performance in most other areas of the curriculum. Spelling is a developmental process. In order for children to develop into effective and confident writers, they need to learn and apply a range of effective spelling strategies. We particularly want our children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become more effective communicators.

Aim

By adopting a consistent approach to the teaching of spelling, we aim to:

- 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 spelling
- Help children to use a range of dictionaries and spell checks effectively
- Help children recognise that spelling is a lifelong skill
- 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
- Provide equal opportunities for all pupils to achieve success in spelling
- Develop confidence and accuracy when spelling across the curriculum

Scheme

We use a scheme (Spellzoo) which covers all the statutory requirements from the revised (2014) National Curriculum for English for Key Stages 1&2, as well as the non-statutory guidance and all curricular word lists for spelling.

The Spellzoo scheme is organised around weekly sets of spelling words for each year group and resources supporting three different objectives:

- Learning the Spellings - using the 'Look, Say, Cover, Write, Check' approach
- Expanding vocabulary - using different word activities
- Testing/applying spellings - using dictation sentences

Policy: Spelling Policy

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Marking and Correction

When marking children's work, teachers and other adults will take into account a child's developmental writing stage before drawing attention to incorrect spellings.

For example:

- **a developing writer** may have high frequency words or mis-identified phonemes corrected or highlighted, but adventurous word choices will be left uncorrected;
- **more developed writers** may have incorrect application of spelling rules or patterns they have been taught identified, but ambitious word choices or spelling rules not yet taught will be left uncorrected;
- **highly competent** writers will have fewer spelling errors and therefore will have ambitious word choices highlighted.

This is to encourage positivity in the writer and focus on the most appropriate development point for them at the time. Teachers will always take into account a child's self-esteem and will therefore only identify an appropriate amount of spellings to be corrected within a piece of work.

Children will be taught how to use resources such as word mats, vocabulary books, dictionaries and spellcheckers in order to develop independence when spelling.

When incorrect spellings are identified, children may be asked to:

- Practise the spelling a number of times underneath their work, by copying the teacher's model
- Write the spelling in their personal vocabulary book
- Correct the spelling within their work (word identified by teacher)
- Correct the spelling in their work (line identified by teacher – child to identify which word)

Spellings to Learn

Using the scheme resources, children in years 1-6 will be given a set of words to learn every week and these will be tested in school. The children will be explicitly taught the focus sounds/spelling rules/patterns/strategies as part of their English lessons. Parents are encouraged to support their child in learning their spellings as part of the school's homework policy.

Equal Opportunities

Whilst we teach children the appropriate spelling strategies to address the curriculum expectations for their chronological year group, we recognise the needs of individuals or groups of children may be different.

Spellings to learn may be differentiated in the following ways:

- Providing fewer (or more) spellings
- Providing spellings from a previous (or future) year group
- Providing personalised spellings

In class, children will have access to resources to support them to spell independently, such as personal vocabulary books, word/sound/topics mats, class displays, personalised words cards/bookmarks.



Early Years Foundation Stage

In Reception, children are taught the names of the letters of the alphabet and the sounds they make, individually and then in conjunction with other letters. When attempting to write, children are encouraged to break each word into the sounds they can hear and write each corresponding letter, even though this may not produce the accurate spelling of the word. This enables children to become confident and independent writers. Alongside this, children are taught to read and spell common 'tricky words'. These are words which are not phonetically decodable, such as me, come, said, the. Children are taught to do this by identifying and discussing the part of the word which does not sound as they expect (from their learning of phonics) and by using word mats with symbols when writing. Over time, these strategies help children to commit the correct spelling of these words to memory.

Linked Policies

- Homework Policy
- Marking and Feedback Policy
- English Policy
- Phonics Policy