

Park Brow Primary School Spelling policy

At Park Brow Primary School, pupils become part of a friendly, cooperative environment, where there is an atmosphere of mutual respect and trust. Every pupil is made to feel that they have a vitally important role to play in the life of the school, where their achievements are recognised and acknowledged. The Teaching and Learning Policy underpins everything we do, with the overarching aim that all pupils reach their individual learning potential.

- 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

All classrooms are 'print rich' environments. We believe that it is important for print to be displayed in a manner where children can read and use it effectively. Teachers provide labels, signs, books, timetables, poems and mathematical vocabulary. Children are provided with a variety of opportunities to apply different spelling strategies appropriately.

Teaching and learning-*See teaching programme below*

Marking

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. Attention is drawn to the misspelling of high frequency words or those most recently studied. Wherever possible, spelling errors are tackled with pupils present. Teachers highlight up to three misspelt words in Key Stage 1 and up to five in Key Stage 2. There will then be the expectation for the child to correct the highlighted words under the main body of work. How this correction is undertaken will be dependent upon the particular child. The word may be given for the child to copy three times or the child could be encouraged to use different strategies, such as dictionaries and the key word wall to find and correct the spelling themselves.

The role of parents and carers

Appropriate spelling lists of key words based upon assessment of spelling and letters and sounds assessment are sent home. The expectation is to develop the quick fire reading and spelling of each word.

See below for example and parents information letter.

Monitoring

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

- lesson observations by the Literacy Subject Leader and Headteacher

- SWST spelling test scores and SPAG half termly test scores
- pupil interviews;
- evaluating pupils' progress through assessment;
- reading recent publications and literacy updates
 - End of KS1 spag test
 - End of Ks2 spag test

Example parent information letter and key word spellings

Dear Parent/carer

Your child should know how to read and spell the following words. Without them it will be impossible for your child to start to read and write independently. Please help by practicing these words with your child. They will receive a new list of five words every two weeks. We will be working on the words in class. Thanks

Key words 1	Can read word <i>(tick or cross)</i>	Can copy word <i>(copy into space)</i>	Can write word <i>(fold to hide)</i>	Can spell word <i>(check and correct)</i>
a				
am				
l				
at				
in				

Teaching and learning- Spelling Scheme Progression and Expectation

We have a systematic spelling programme which moves from stage 0 in reception to stage 6 in year 6 . At the end of year one the children will undertake a phonics screening test. Those children that don't pass the test will be require further work to ensure they have the knowledge and understanding of alternative spellings for each phoneme.

The spelling programme which follows details the sequence of progression and the age related expectations for attainment linked to the stages. This is to help inform pace, pitch, progression, intervention and support. Each week three spelling patterns are specifically taught.

