

Chidham Parochial Primary School

Spelling Policy

School Vision:

'A happy school where every learner will have the support and encouragement they need to enjoy their learning, make good progress, and be successful in achieving to the very best of their ability.'

John 15 v 12 " Love each other as I have loved you"

Written: July 2021

As a Rights Respecting School, we at Chidham Parochial Primary School foster a positive caring environment, where we provide an education in which all children achieve their full potential. This is in accordance with the UN Convention on the Rights of the Child (on which our Rights Respecting School work is based). All children have the right to an education: Article 28.

At Chidham Parochial Primary School we are committed to providing all children with exciting learning opportunities. This spelling policy has been developed through a process of consultation with school staff and governors.

Aims

- To provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- To deliver the spelling objectives outlined in the National Curriculum for English, 2014.
- To provide a wide range of auditory, visual and kinaesthetic activities in spelling, in order to meet learning styles of all children within the classroom.
- To provide a rich and lively learning environment, supported by well chosen word resources and interactive displays to enhance pupils' independence as spellers.

Strategies for the Teaching and Learning of Spellings

In Reception Letters and Sounds is used to teach Phonics (in addition to the best practices of Jolly Phonics and Phonics Play.) From Year 1 to Year 6 spelling is taught using the programmes of study from the Shakespeare and More Spelling Scheme. It matches our teaching of spelling philosophy and it is a scheme that sits well within the National Curriculum. There are 32 lists of words for children from to learn. The lists get progressively more challenging, matching the year-on-year content of the 2014 National Curriculum, including the common exception word lists.

The Shakespeare and More Spelling Scheme:

Lists 1-6- Year 1

Lists 7-12- Year 2

Lists 13-18- Year 3

Lists 19-24- Year 4

Lists 24-32- Years 5 & 6

Across each year group, the word lists contain a mixture of new words and words previously learnt earlier in the scheme. This gives children the opportunity to revise words they know already, ensuring they don't simply learn them for the test and then forget them. At the end

of the year we should see more children spelling better and achieving their end of year writing objectives.

Key Stage 1 spellings is supplemented with the teaching of phonics, using the Letters and Sounds program and Phonics Play.

Children will learn how to:

- Blend sounds together to build words.
- Segment the different sounds in words.
- Spell independently from an early age and check words they are unsure of, in order to help them develop as independent learners and thinkers.
- As children progress through the school and develop their spelling skills, they will be encouraged to use dictionaries to check spellings independently.
- Make generalisations about word patterns and formulate rules.

All children from Year 1 - Year 6 will have a list of spellings, at the beginning of the week, to learn. These lists will include words with the same letter pattern and / or key words. They will have the opportunity to practise their spellings in school regularly using a variety of strategies. The teaching of spellings will be linked with our cursive handwriting programme. On Friday a small test will be given. This test will include the spellings for the week plus a few spellings from the previous weeks. Individual feedback will be given to the child and to the parents via seesaw.

The role of the teacher:

- Follow the school policy to help children develop as confident and independent spellers.
- Provide direct teaching and accurate modeling.
- Provide resources and an environment which promotes good spellings.
- Observe pupils, monitor progress, and determine targets for development.

Inclusion

Individual learning programmes for teaching and support are drawn up, as appropriate, by the teacher in consultation with the SENCo and parents.

Assessment and recording

Assessment is built into the medium term plans against key learning objectives and is also carried out as part of daily teaching. In Key Stage 1 the children's phonic knowledge will be assessed frequently to determine progress and at the end of Year 1 a formal phonic assessment is carried out and reported to parents. Any who didn't pass in Year 1 will be retested in Year 2.

Whenever possible, spelling errors are tackled with pupils present. During writing, editing of spellings takes place. Progress is monitored and feedback is discussed with the pupil.