

Elmsett C. of E. V.C.P. School

Spelling Policy



Document Control

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1. INTRODUCTION

National literacy Strategy high frequency words are taught. The spelling strategies outlined in the NLS are covered during literacy lessons and reinforced when attention is drawn to these strategies in children's writing across the curriculum.

2. FOUNDATION AND KEY STAGE ONE

Spelling is introduced in the Foundation Stage using synthetic phonics with "puppets" leading the sessions in accordance with the scheme.

Children are encouraged to use their phonic knowledge to attempt to spell words.

The whiteboard is used interactively with Phonicsplay site from the internet.

Adults help children to use phonic knowledge and spelling patterns.

Children learn to identify simple c-v-c words.

Letters and letter strings in handwriting also reinforce knowledge of sounds and letter patterns.

Children have their own spelling dictionaries and learn how to use them.

Word lists for individuals, groups or class are provided.

3. KEY STAGE TWO

Children are taught word-building using root words, prefixes and suffixes detailed in the New National Curriculum.

Children are encouraged to have a go at spelling using their phonic knowledge, word banks and personal dictionaries.

Letter strings are linked to speedy, joined writing.

Regular graded phonic work is provided and a variety of approaches used.

Children are grouped according to spelling age, for regular weekly spelling sessions.

Spellings are given out one week and tested the next.

All the children have their own spelling book or folder to record and practice spellings to be learnt.

Phonemes and spelling lists provided in the NLS are taught.

Children are regularly tested on HF words appropriate to their level.

High frequency words and topic words are displayed in the classrooms for children to use.

Young's spelling test is used twice a year to monitor progress by monitoring each child's spelling age.

Children with a spelling age significantly below their chronological age are placed on the SEN register.

Those children who have difficulty with spelling may be put on the Attack spelling programme if appropriate.

4. ASSESSMENT

Apart from spelling tests, teachers continuously assess spelling through children's written work.

Diagnostic tests are used if a child is having problems.

Spelling errors are marked positively.