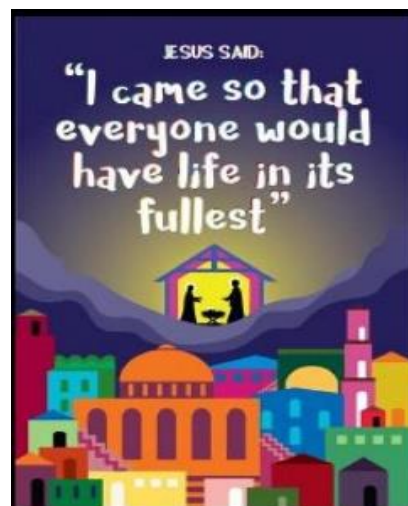




St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***“I have come that they may have life and have it to the full.”
John 10:10***



St Luke's CE Primary School Spelling Policy

This policy should be read alongside our teaching for learning policy.

We believe that people learn best in different ways. At St. Luke's we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Purpose of Study

Spelling is essential for communication and when children write for a purpose they become aware of this need. The teaching of phonics and spelling is vital. At St. Luke's C E Primary School we recognise the importance of this and ensure that there is consistency throughout the school.

Aims

To encourage children to look carefully at the words

To help children understand how the English spelling system works by identifying phonetic strategies, patterns of spellings and exceptions to build up an ever increasing vocabulary.

To help and encourage children, developing their confidence as competent spellers, because the ability to spell the most words correctly is often closely associated with good self-esteem which affects performance in other areas of the curriculum.

- To develop and extend the children's vocabulary through spelling activities.
- To help children enjoy spelling and recognise its value.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to apply their spelling and handwriting skills across the curriculum.

Effective teaching of Spelling

Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

Foundation Stage and Key Stage 1

Teaching and learning of spelling in the Foundation Stage and Key Stage 1 is underpinned by the use of a high quality phonics programme and the new National curriculum requirements for spelling in years 1 and 2.

Approximately 30 minutes of phonics will take place daily within EYFS and Key Stage 1. Children will be taught in whole class or smaller groups depending on the level that the

children are currently working at. Letters and Sounds will be the main way in which phonics will be taught, also noting the new National Curriculum statutory requirements for Year 1 and 2:

- the grapheme- phoneme correspondence in a clearly defined sequence, using Letters and Sounds as a basis for this sequence.
- the skill of segmenting words into their constituent phonemes to spell.
- that blending and segmenting are reversible processes.

Throughout each phase of Letters and Sounds the tricky high frequency words will be taught. These will be referred to as **Tricky Words** (these are words which cannot be spelled using phonic knowledge alone at the phase they are introduced)

Children will use the Look Say Cover Write Check system for learning a new spelling.

Each teacher will use a variety of methods to ensure the correct spelling of the high frequency words appropriate to each phase plus subject specific vocabulary are learned.

Key Stage 2

Classes use the new National Curriculum statutory requirements for spelling, for Year 3 & 4 and Year 5 & 6. These also contain the word lists which should be taught throughout Key Stage 2. Children will use the Look Say Cover Write Check system for learning a new spelling. Please see the spelling appendix in the new National Curriculum for English (Appendix A)

Application of spelling in writing

Children should be able to spell an increasing number of words accurately and check and correct their own work. This process is supported through:

- Big Write: the teacher demonstrates through shared writing how to apply spelling strategies while writing and children checking their own work through proofreading;
- Guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition, spelling, handwriting and punctuation;
- Marking the children's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then provide various targets from the marking for further improvement;
- Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

Links with other areas of the curriculum

The skills that children develop in spelling are linked to, and applied in, every subject of the curriculum through the use of key vocabulary in all topics. Children are encouraged to read and spell new words, allowing their knowledge and vocabulary to be developed and extended further.

Using dictionaries and spelling checkers

Dictionaries and thesauruses appropriate to the age of children are available in school. Children are taught to use a dictionary and to check tricky spellings and meanings of words. They use the thesauruses to extend their vocabulary and find alternatives to words to use within their writing.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities. Careful thought is given to the provision of appropriately structured work for children with Special Educational Needs. The most able children within our school, including those children who are identified as being Gifted and Talented, will have their individual needs acknowledged. Planning will attempt to ensure that the level of challenge is appropriate to their specific needs. Where necessary, some pupils in Key Stage 2 will consolidate the phonic knowledge and skills from Key Stage 1.

Assessment

Opportunities for assessment will be identified in weekly planning. Key Stage 1 and Key Stage 2 pupils have ongoing weekly assessments of their spelling through weekly tests. Within Key Stage 1 these spellings are differentiated based on the phonic group that the child is in. These results are recorded so that teachers can identify which spelling patterns need revision.

Monitoring

Monitoring will be undertaken by the Senior Leadership Team of sample scores of spelling tests from each class and through discussions with staff at pupil progress meetings. This is to assess the quality of spelling within school and to identify and areas which need to be targeted.

Policy Date: March 2014