

Baljaffray Primary School



Spelling Policy

Rationale

At Baljaffray Primary School our aim is to create an environment that allows children to develop the ability to spell and to produce effective pieces of writing.

A multi-sensory approach to teaching spelling has been adopted to address different learning styles and provide pupils with a variety of learning experiences. It is essential that children are actively involved in the process of learning to spell.

Learning and Teaching

- There will be a daily 5-10 minute spelling slot as part of each group's language programme or as a language warm up and one formal spelling lesson per week 20-30 minutes in duration.
- A variety of whole class, group and individual activities are provided and differentiated appropriately.
- Spelling rules are taught, practised, consolidated and assessed before moving to the next spelling rule using LASACAWAC method. (Look and Say and Cover and Write and Check)
- Teaching of spelling should include oral work, practical work and written tasks.
 - Visual** - remembering common patterns .
 - Aural and Oral** - hearing and pronouncing words, breaking words into syllables or phonemes.
 - Kinaesthetic** - writing common patterns.
 - Cognitive** - knowing rules and conventions, using knowledge of grammar.
- A range of strategies for spelling is employed e.g. phonics/sounding, rime and analogy, rules, words within words etc.

Common Words/ High Frequency Words

These form the bulk of words with which children will be faced. If they are able to develop a good sight vocabulary then they are capable of becoming confident readers and writers.

Children should be able to read and write the first

100 common words by end of P1

250 common words by end of P2

400 common words by end of P3

500 common words by end of P4

Trickier common words should regularly be revisited.

Assessment

Spelling will be assessed formally on a Friday. The activity, as means of assessment should be alternated - one week recall of vocabulary only, next week dictation to include key spelling words. Spelling jotters to be sent home on a Friday and returned on a Monday for parents to view. Any spelling errors should be correctly written out 3 times. Common words should be assessed in August and February. Common words should be given as homework every second week. A record of common word assessments should be passed on to the next teacher at the end of each session.

Marking spelling within a piece of Writing

Children should be able to spell in context, not just in a spelling exercise however it is very important that the teacher correcting every spelling mistake does not destroy a child's piece of writing. The marking approach is as follows: -

Teachers should highlight spelling errors in a child's piece of writing if

- the spelling rule has been taught recently
- the words are high frequency /common words which the children should know
- the same mistake has been repeated

The teacher writes the correct spelling of the word at the end of the writing. The teacher should monitor that these same mistakes are not repeated within the next piece of writing. If a mistake is recurrent then it should be included within spelling homework.

Additional Support Needs

All pupils are entitled to learn to spell a bank of everyday, high frequency words that they will need as life skills. They are entitled to be taught how to develop strategies to attempt spellings and to know how to check if spellings are correct. When necessary pupils will be given additional support within the differentiated planning and appropriate resources such as PAT spelling will be used.

Programme of Study

Common word lists will be provided per stage. Word lists for spelling rules can be found within Nelson Spelling Teacher's Handbook. See spelling guidance folder for possible homework activities. A different spelling activity should be done each night for homework. These activities should vary each term. A progressive phonics planner provides guidance for sounds which should be taught at each stage within P1 to P3. A spelling planner outlines spelling rules to be taught from P4 onwards.

Have a go'

When children are doing their own writing they should be encouraged 'to have a go'. This can be difficult to establish with some children lacking in confidence but it must be done. Children can be encouraged to focus on the initial sound and then put a 'magic line' for the rest of the word e.g. j_____ (jump). This can be further developed by children writing the first and last sound e.g. j_____p. Finally they can consider the middle of the word. As the children have been involved in more and more phonic activities, they will be able to use their knowledge of letter strings to build up more difficult spellings.

Homework

- Primary 1 - initial sounds in a tin, 2 of each and bingo board to enable snap and matching activities. Tricky words/common words to be sent home after Christmas once Stage 1 and Stage 2 core reading vocabulary has been completed. Three words to be sent home per week building to six as appropriate. In term 4 ten words to be sent home. This should take the form of a printed list in a booklet.
- Primary 2 - Twelve words to be done per week. Three words to be done on a Monday, Tuesday, Wednesday and Thursday.

Alternate weeks - spelling rule and common words.

- Primary 3 - Twelve words as P2
- Primary 4 - Sixteen words to be done per week. Four words per night Monday to Thursday.
- Primary 5 - Twenty words per week. Five words each night Monday to Thursday.
- Primary 6 and Primary 7 - Twenty four words per week, six words each night Monday to Thursday.

Once children have achieved Level D in reading and writing there is no need to continue with this formal approach to spelling.

Core Resources

P1	Jolly Phonics
P2	Jolly Grammar 1
P3	Complete Jolly Grammar 1 and start Jolly Grammar 2
P4	Complete Jolly Grammar 2
P4- P7	Nelson Spelling Teachers Handbook Scholastic Daily Spelling Teasers age 5-7, age 7-11 Jumpstart Spelling - Pie Corbett

Spelling Websites

www.educationcity.com

www.amblesideprimary.com

www.woodlands-junior.kent.sch.uk

www.ictgames.com/lwc.htm

www.coxhoe.durham.sch.uk/curriculum/literacy

www.crickweb.co.uk

www.netrover.com