

Hemdean House School



Policy for Spelling

Policy reviewed Autumn 2014

Next review Autumn 2017

Policy Statement

Hemdean House School recognises that spelling is an important part of effective communication and the learning process in general. We are committed to promoting and monitoring positive attitudes and raising standards in spelling.

Principles for informing the policy

- All pupils should be familiar with a range of strategies to work out spellings they do not know.
- Accurate spelling is the responsibility of all staff and all departments. The approach should be consistent across classes and departments.
- The formal spelling policy is introduced in Reception and built on throughout the junior school and into the senior school.
- Weaker spellers are recognised and set different targets to improve standards and motivate pupils.
- Booster groups for spelling are made available for those who need more help.
- More able spellers may be given extra spellings or extension work.

Methods for the teaching of spelling

All the following methods are used at appropriate stages throughout the school:-

Pupils are

- Encouraged to use a word book, dictionary and thesaurus.
- Given spellings to learn for testing.
- Given dictation to ensure they can spell words in context.

- Taught phonic blends and digraphs.
- Taught mnemonics, think a link and diagrams are used to help spelling
- Taught spelling games and interactive resources are used
- Taught spelling rules and letter patterns.
- Encouraged to proof read and draft work and in our small classes pupils can be given individual support in this process, especially if the teacher is aware they have difficulties.
- Taught to break words into parts and sound out syllables.
- Taught ‘Look, say, cover, write, check.’
- Shown how to use Starspell, a computer program to reinforce spellings. Pupils are able to practise words at their own pace following an individual plan.
- Taught to sound out words including silent letters.
- Given Alpha to Omega as a booster
- Given Scholfield and Sims scheme is as a booster.
- Taught Toe by Toe and Word Wasp and a multi- sensory approach is used for 1:1 intervention.
- Taught the history and origin of words.
- Taught word processing and spell checking.
- Taught mnemonics and to invent their own.
- Encouraged to place their incorrect spellings on spelling cards to be learned and tested.
- Taught cursive writing in the junior school to encourage the flow of letters and words and hence to aid spelling.
- Given the opportunity to read out loud regularly which we feel is an aid to spelling.

Curriculum content

At the **Foundation Stage** pupils are taught simple phonics and letter recognition. They sing the alphabet and are encouraged to distinguish between the word and the letter. **Reception** pupils follow the letters and sound scheme. In the summer term Reception pupils are given word books and are given spellings to learn. These are CVC words (consonant vowel consonant words) which are tested each week.

Year 1 pupils have weekly phonics lesson, with daily reinforcement. They have 6 spellings based on the sounds they are learning that week. They are taught from the Letters and Sounds scheme from the National Curriculum. The pupils are encouraged to use word books to support their spelling when writing stories.

Year 2 pupils have weekly phonic lessons i.e. magic ‘e’, digraphs, letter patterns and word families. They have 6 spellings weekly. Word books are used and pupils are encouraged to sound out words and use their spelling book to help them when writing.

In **Year 3** their previous wordbooks are transferred but dictionary use is also encouraged. Pupils are given 20 spellings a week. The spellings follow the same pattern each week and build on those learned at KS1

In **Years 4, 5 and 6** pupils use Spelling Made Easy and learn lists of family words to be tested once a week. They have a dictation once a week. They are encouraged to use a dictionary and thesaurus.

In **Year 7** pupils are taught spelling strategies and have a weekly spelling test on words recommended for Key Stage 3 English and subject specific words. All departments encourage accuracy of spelling.

Pupils at Key Stage 3 are encouraged to self correct and check their own mistakes when proof reading and to use a dictionary and thesaurus.

At all stages weaker spellers are given more achievable spelling targets to ensure they are not demoralized by getting too many incorrect.

More able spellers may be extended by giving more difficult words or extension work.

Marking Spelling

- All members of staff are committed to correcting spelling.
- A misspelled word is underlined or marked 'sp' and the correct spelling is written in the margin or over the top as appropriate.
- Self-correction, where pupils proof read and underline incorrect words then use a dictionary to correct spelling, is encouraged for more able and older pupils.
- It is school policy not to correct all misspelled words on the work of pupils with specific difficulties as this could be demoralizing.
- The content of work is often considered more important than the accuracy and there may be times when the constant correcting of work could impede the thought processes. Teachers have to be aware that the efficiency of written communication is the end and correct spelling is a means to that end.
- The colour of pen used is left to individual teacher's discretion.
- Crosses are not used in spelling tests, a dot is used to indicate an error.
- Work is marked in the drafting process and involves a lot of individual discussion, particularly when a pupil is known to have spelling difficulties.
- When work is corrected reference is given to rules, roots or other significant features of misspelled words
- Achievable targets are set for learning spellings and progress is monitored in achieving them.
- Corrections are recorded and practised (in the senior school) and regular tests are given.