

Spelling Policy

1. WHAT THE NATIONAL CURRICULUM SAYS

"Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language." (The National Curriculum in England, framework document p12, July 2014).

2. THE RATIONALE

There is a whole school approach to spelling which involves constant repetition, awareness of strategies and practice. Consistent marking with praise as an acknowledgement of success across all curriculum areas, will increase the chances for achievement in spelling for all pupils. Developing spelling skills is a gradual process and all staff support pupils in this. The aim of this policy is to ensure support is consistent, targeted and accurate across the curriculum.

3. GUIDANCE

Key words are reoccurring, subject specific words that are essential to the access of knowledge in any given subject area. They are words, which due to their importance, should be recognised, understood and used correctly in written, read and spoken tasks.

- ✦ Subject teachers should identify the key words for each topic.
- ✦ Each scheme of work should include key words.
- ✦ A list of key words should be shared with pupils and recorded prior to a unit of work.
- ✦ Key words should be clearly displayed in the classroom.
- ✦ Pupils should be supported appropriately, according to their needs, to master the use of key words accurately and independently through a graduated approach.
- ✦ It should be recognised that different key words can have different meanings in different areas of the curriculum.
- ✦ The spellings and meanings of key words identified should also be taught in the context of each module or topic. This can be done using a variety of methods:
 - Playing word games
 - Word searches, with or without a list of words
 - Anagrams, with meanings, and with or without word lists
 - Word completion exercises
 - Pictorial prompts and where appropriate concrete objects
 - Spelling tests



- Correcting words which have been deliberately misspelt using a dictionary
- Assisted technology
- ✦ and DARTs (Directed Activities Related to Texts) such as:
 - Close passages
 - Underlining and highlighting of words
 - Labelling

Spelling strategies: Each pupil will learn and memorise words in a different way. Each classroom should display spelling strategies. A multisensory approach i.e. see it, say it, hear it, do it, should be used wherever possible. This includes:

- ✦ **Syllabification:** Poor spellers frequently miss out parts of words, usually the middles. Encouraging pupils to listen for and identify the number of syllables in a word, then to repeat them as they write and then asking them to read what they have written, enables them to check that they have written the word in full. For example, con-tin-ent, ex-peri-ment
- ✦ **Word Families:** New words can be developed from existing known words. For example, in-dust-ry can be developed to produce in-dust-rial. Words can also be grouped by letter pattern. For example, 'tion' endings nation, civilisation.
- ✦ **Words Within Words:** For example, measuring.....me as u ring
- ✦ **Mnemonics:** These can be used for whole words. For example, Beautiful – Bears Eat Apples Under Trees If Feeling Unusually Lucky
- ✦ **Look – Say – Cover- Write – Check:** Pupils should be taught to:
 - Study the correct spelling focusing on difficult bits of the word
 - Say the word aloud, pronouncing it to emphasise the spelling if necessary. For example, Wed-nes-day
 - Write the word from memory
 - Check their word with the original

4. MARKING OF SPELLING

Marking of spelling must be consistent across the curriculum. Reviews of spelling should be included in planning to ensure pupils are retaining knowledge. Marking should be constructive and supportive.

- ✦ Focus on words with high use frequency.
- ✦ Don't mark all spelling mistakes. Target errors related to a specific spelling pattern and reinforce rules.
- ✦ All errors in the spelling of subject specific words (in many cases, key words) should be corrected in the first instance and underlined after that and identified with 'sp'.
- ✦ Errors in the spelling of any other words should be corrected as and when appropriate in a manner that is supportive and according to the needs of the pupil.
- ✦ Pupils should be encouraged to record frequently misspelt words in a spelling list at the back of their books.



- ✦ Progress in spelling should be celebrated.
- ✦ Correct spellings in a constructive way that helps pupils devise strategies to improve their spellings (for example, only underline the part of the word with the error and model the rule, story + s = stories)
- ✦ Use of a specific coloured pen to highlight spelling errors and a coloured pen for pupils to use to make corrections and improvements.

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