

**St Meriadoc C of E Junior Academy**  
**Spelling Policy written by Mrs R. Fenn**  
**Adopted:**  
**Date to be reviewed:**

## **Introduction**

At St Meriadoc Junior Academy we believe that it is important that children learn to apply spelling rules so that they can spell words correctly in their writing. Not all children learn how to spell in the same way so it is important that we provide them with a variety of strategies for learning words. Spelling is an integral part of language development and, as such, we believe that the teaching of spelling cannot be separated from the writing process.

The school takes the 2014 Curriculum as its scheme of work and this should be referred to alongside this policy, as should 'Read Write inc.' for the basis for teaching phonics. Year groups have specific spelling skills and wordlists to be taught in that year in order that they learn to be confident and capable spellers.

## **Aims and objectives of this policy:**

The aims of this policy are to enable children to:

- Recognise the critical features of words such as sound, length, shape, letter patterns and so forth
- Access a variety of strategies for learning spellings e.g. look, cover, say, write check, mnemonics
- Apply their knowledge of phonics and spelling rules in order to make best bet choices when writing unknown words.
- Use word banks and dictionaries
- Understand and use the rules and spelling conventions of the English language.

In order to achieve these aims this policy will:

- Establish consistent practice, progression and continuity in the teaching and learning of spelling throughout the school.
- Differentiate the learning of spelling and phonics in order to cater for the needs of all pupils
- Provide references to a variety of materials to enable spelling to be taught in a successful way.

## **Teaching and Learning:**

At St Meriadoc, we use a variety of techniques to teach spelling. These techniques aim to cater for visual, auditory and kinaesthetic learning styles. The 'Get Spelling' scheme is used to provide the structure for learning throughout the year and also for providing a range of activities to develop skills, knowledge and understanding.

The look, cover, say, write check method for learning spellings is used at St Meriadoc as follows:

Look - Look at the correct spelling of the word.

Say - Say the word out loud whilst looking at the word.

Cover - Cover the word up.

Write - Have a go at writing the word without looking.

Check - Check the word.

Spelling sessions should take place at least 3 times a week. These sessions develop

- phonic knowledge,
- ability to recognise and use spelling patterns and
- understanding of the structure of words.
- knowledge of the spelling of high and medium frequency words
- ability to use a dictionary

### **Marking/Proof Reading**

Please refer to the marking policy.

### **Resources**

These items are available to children in each class:

- a variety of dictionaries appropriate to children's varied abilities
- medium and High Frequency word mats
- Read Write Inc Get Spelling Books and access to online resources through Oxford Owl.

Teachers may also display examples of mnemonics, word of the week, strategies for spelling unknown words and focus words from children's writing. The challenge board may also have spelling activities.

There are a variety of resources on the school server and in the English cupboard outside Fowey class.

### **Teaching Spelling to Children with Special Needs**

Children with special needs are identified through regular teacher assessment. They are then supported by the procedures outlined in the school's SEN policy.

### **Planning, Assessment and Recording**

- The recording of planning for spelling is incorporated on the weekly English planner.
- Pupils are tested once a week on spellings which have been a focus for class work and have been taken home to learn.
- Teachers make regular informal assessments in order to evaluate children's progress and decide on future targets.
- The children's spelling is assessed half-termly through RISING STARS progress tests and through CLASSROOM MONITOR.

### **Parental Involvement**

The role of parents and carers in supporting their child with the learning of spellings is often fundamental to a child's success. In acknowledgement of this, teachers make spelling lists available at the beginning of each half term.

### **Monitoring and review**

It is the responsibility of the English subject leader and senior management team to monitor the standards of children's work and the quality of teaching in spelling; evaluate strengths and weaknesses and indicating areas for further development. The English subject leader is responsible for supporting colleagues in the teaching of spelling, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

**Further help and guidance** can be sought from the English Subject Leader or from the SENDCO.

