



Spelling Policy

Rationale

In learning to write children are encouraged to experiment and take risks so that they develop independence and confidence. It is recognised that sometimes, the content of the writing is more important than the accuracy of the spelling. As children develop as writers phonetic attempts at spelling should be acceptable. It is also important that children be taught conventional spellings as appropriate.

Aims

- To develop an understanding of the relationship between letter symbols and sounds (phonemes).
- To encourage phonetic attempts at spelling.
- To develop recognition that spelling has patterns and the ability to use this knowledge during independent writing.
- To acquire a knowledge of alphabetical order.
- To assist and reinforce reading skills.
- To enable children to acquire a range of strategies for correct conventional spelling so that they can communicate with others through their writing.
- To teach children to use aids that assist with spelling e.g. dictionaries.

Guidelines

St. Francis will use the following resources to support the teaching of spelling:

- DFES Letters and Sounds
- The National Literacy Strategy – Spelling Bank
- Weekly Spelling Lists (Published by Topical Resources)

St. Francis will also employ the following range of strategies:

- Daily Phonics will be taught in Key Stage One and where appropriate in Key Stage Two.
- A weekly spelling focus based on spelling patterns will take place in Key Stage Two.
- Children will develop their understanding of letters and sounds through a multisensory approach.
- Teach children common letter strings and word families as defined in the phonics programme.
- Use Look, Say, Cover, Write, Check approach to learning spellings both at school and at home.
- Work upon High Frequency words either as a class, group or individual.

- Make use of age appropriate computer programmes and become familiar with the spell-check facility.
- Encourage the use of editing and proof-reading.
- Select words to learn from their own personal writing.
- Make use of topic specific words across the curriculum.
- Provide access to a range of resources to encourage correct independent spelling e.g. word mats, word banks, 'have a go' books, dictionaries and thesauruses.
- Teach children a range of strategies to assist independent spelling e.g. mnemonics.
- Frequent spelling errors will be corrected in Literacy and throughout the curriculum.
- Encourage home/school partnership for the learning and practice of spellings.

Conclusion

Our aim is for children to develop as independent spellers through the use of a range of strategies and apply their knowledge in their writing. Children will be encouraged to attempt their own spellings, to self-correct and know what their next steps are.