



Spelling policy

Aims: *To identify the component parts of spoken language (phonemes) and develop an awareness of commonality of spelling.*

To develop knowledge and understanding of spelling patterns and apply them with confidence and accuracy in all forms of writing.

We systematically teach phonics and spelling to ensure that children develop an understanding of common representations of the spoken word. We seek to develop awareness that words are composed of letters set out in particular combinations to correspond with these spoken sounds (see “Progression in phonics” DfEE p.2).

Pre-spelling skills are developed by a variety of different activities which encourage the children to recognise shape and form to identify their coat peg, threading patterns, jigsaws and labels around the classroom. From the earliest days in the nursery, children are taught to find their name at the beginning of the session and post it into the box. They regularly see their names written on their work and as soon as they have sufficient pencil control, they are taught to write their name and begin tracing activities with pictures, patterns and shapes. Earlier matching and patterning activities continue alongside more formal teaching of the alphabet and phonic sounds in a very clearly identified skills pattern which accompanies the “Letterland” system which we follow in Nursery. The teaching is differentiated in order for the children to develop skills at a pace to suit their level of understanding.

In the Early years, we teach phonics and spelling as recommended in the “Early Learning Goals” document, which leads into the strategy for literacy skills acquisition as followed from Year 1.

Throughout the school, we follow the “Progression in phonics” document, which gives Guidelines for developing progression in children’s understanding of spelling patterns and phonic awareness.

The children are introduced to a variety of activities to develop awareness of:-

- initial, final and dominant sounds in words.
- reading the letters that represent these sounds.
- writing letters in response to sounds.
- identifying and writing initial and final phonemes (sound units).

In Year 1, children will be introduced to the skills which will reinforce understanding of:-

- discrimination of all phonemes in c-v-c (consonant, vowel, consonant words such as car, fat).
- blending of phonemes into words for reading.
- segmenting words into phonemes for spelling.

By the end of Year 1, children are expected to have the skills, knowledge and understanding necessary to spell a range of words with blends at the beginning and end such as chat and spell.



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Year 2 is a period of revision and consolidation of these skills which is linked to greater awareness and confidence in employing a wide range of spelling skills in a variety of situations.

In addition to these skills, there is a systematic approach to teaching children to spell a range of identified high frequency words in every year group. These words are drawn from lists as published in the National Literacy strategy which support progression in children's understanding and awareness of phonics. These spelling patterns are taught in class as a regular feature during the week.

Throughout the school, Parents are encouraged to work with their children at home to extend spelling confidence practice of the week's spellings, which are sent home from the latter half of Year R (see Homework policy).

Speaking and Listening skills are integral to learning spelling patterns. Clear and distinct speech and good grammar are actively modelled and encouraged throughout the school (see policy for Speaking and Listening).

Also clearly linked and integral to good spelling, is the teaching of word-building skills for decoding text during reading. In the early stages of schooling, the processes form very distinct strands which gradually intermesh more freely as the child's learning develops, giving a sound knowledge base which underpins all the skills used in Reading, Spelling and Writing (see Policies on Reading, Handwriting and Writing).

We use a variety of assessment techniques on a day to day basis to inform planning and to ensure that each child is sufficiently challenged. All teachers maintain tracking documents which chart individual progress through the year.

We use the Sydney screening programme at the end of the Reception year to help in the identification of those children who are likely to need specific help in acquiring spelling skills. Children identified by this test follow an individual teaching programme over fifteen weeks at the beginning of Year 1 (see Policies for Assessment and Reporting and Special Needs).

All children are screened again at the end of Year on the Schonell spelling test to enable us to track rates of improvement. During the first half of the summer term in Year 2, all children are assessed using the national Assessment tests, or SAT's. These results have to be reported to Parents in a standard format and overall percentages of achievement are reported at the Annual parents Meeting held in July of each year.

This policy should be read in conjunction with all other literacy policies and with due regard to the ethos of full inclusion, encompassed in the policies for Special Educational Needs, Equal Opportunities and Racial Equality.