



Spelling Policy

Al-Ashraf Primary school

Aim

At Al-Ashraf Primary School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure.

In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our pupils to enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012)

Spelling Programme

At Al-Ashraf Primary school, we use the Twinkl spelling programme to aid teaching of spellings. Every class has a lesson timetabled for 15 minutes at the start of the day where they learn their spellings for the week.

Monday: The teacher will teach the weekly spellings and its rules. An A4 spelling poster will be put on display every week.

Tuesday: The teacher will go over the definitions of the spellings for that week. Children will be given cursive writing scripts to practise their spellings and handwriting.

Wednesday: Look, say, cover, write, and check on cursive handwriting sheets.

Thursday: children will practice writing out the spellings in cursive. They will then pick three or more words to put into a sentence

Friday: children will practice writing out the spellings in cursive. They will then pick three or more words to put into a sentence.

Our pupils use a Spelling Folder which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with their parents.

Approaches to spelling in EYFS and year 1

In EYFS and Year 1 and our pupils follow a high-quality, systematic programme of phonics teaching following the Letters and Sounds (DfE 2007) teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

Dictionaries

Our pupils are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. We currently use four different editions of the Oxford English Dictionary. This ensure that our pupils make progress in their dictionary skills from EYFS through to Year 6 and beyond.

EYFS: Oxford First Dictionary

Year 1 & 2: Oxford First Dictionary and Oxford Junior Illustrated Dictionary

Year 3 & 4: Oxford Primary Dictionary

Year 5 & 6: Oxford School Dictionary

Subject specific spellings

Subject specific spellings will be taught during those lessons.

Marking and Feedback

In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, the teacher will revisit mis-spelt words during whole class feedback sessions. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

Assessment

There is little evidence that learning spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Al-Ashraf Primary School, our assessment is mainly through assessment in context. For example:

- Spellings in an unseen, dictated sentence
- Spellings in independent writing
- Evidence in Spelling Journals
- End of term spelling test (20 random words will be tested from the spellings the children have learn throughout the term)

Parental Involvement

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our parent teacher pupil meetings and through parental workshops.

Regular communication with parents, especially in relation to spelling is essential. In addition to our procedures for reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported

Reviewed 29th August 2019

Reviewed by: English SL, DHT, HT