

# GLENCORSE PRIMARY SCHOOL

*'A small school building big dreams'*

## SPELLING POLICY

Good spelling is an essential element of communicating effectively and confidently in all aspects of writing. It is important therefore that children should be taught and encouraged to check their spelling in order to develop confidence and enjoyment in their writing.

### Aims

1. To enable the children to accurately spell the words they commonly use in their writing so that they become independent spellers.
2. Develop learning strategies, which can then be applied when tackling new vocabulary.
3. To develop children's confidence and enjoyment in the writing process.

### Methodology

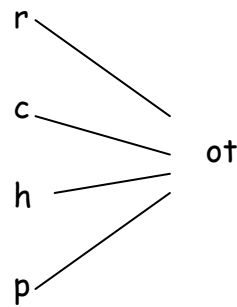
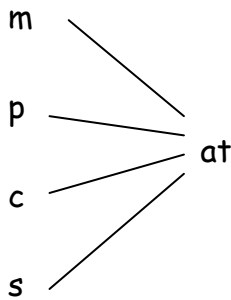
- Children should be made aware that sounds, blends, letter patterns, word shapes and visual recall all help in the writing and spelling of words.
- Classroom displays and easily accessible word banks should be a feature in every class with vocabulary relevant to the children.
- A basic learning strategy to adopt throughout the school from the end of Primary 1 onwards will be -

### **Look - Say - Cover - Write - Check**

- Children should experience a variety of spelling activities to maintain their interest and develop an enjoyment of words. (See Appendices 1 & 2)

## Programme of Development

- By the end of P1 children should have completed Jolly Phonics Programme with C-V-C words also being introduced.
- Children will then progress to '**Rhyme and Analogy**' developing their phonological awareness of onset and rime, e.g.



- When children are able to spell C-V-C words confidently they should progress to consonant blends at the beginning and the end of words.
- By the end of P1 children should be able to spell the first 25 of the Common Words (Edward Fry - Dolch list, Appendix 4). Progress through the Common Words should then continue as follows
- By the end of P2 the remainder of the first 100 words
- By end of P3 the 2nd 100 words
- By end of P4 the 3rd 100 words

As children's awareness and knowledge develops, the following principles should apply:

- There should be some spelling activity each day
- Spelling rules should be taught from P2 (see Appendix 5)
- Nelson Spelling should be introduced in P2 and can then be used throughout the school to reinforce word patterns.
- In addition to the most commonly used words, (see Appendix 4) the children should be taught a range of general words, including mathematical and thematic words. Days of the week, etc should also be taught.
- Children's writing should be a source of spelling to be taught. (see Writing Policy)

- In the Early stages children should maintain a personal word bank progressing to use of dictionary and thesaurus.
- When word processing, children should be encouraged to use spell checkers. Spell masters may also be used in the classroom.
- Homework should be used to reinforce spelling work being taught in class.

### Assessment

Assessment should be used to guide the progress of individual pupils, identifying each child's progress in spelling, determining what each child has learnt and deciding on next steps for learning.

Assessment should be continuous and may include activities such as:

- Spelling tests
- Dictations
- Group discussions on spelling activities
- Self and peer group assessment

Teachers should ensure that children have successfully completed the Placement Tests outlined in the Nelson Copy masters before progressing to the next level.

Yearly assessment should be undertaken in August/September using the **Burt Inglis** Spelling test to monitor standards and diagnose difficulties. (see Appendix 6). Any child whose spelling age is a year or more below their chronological age should be referred to the Learning Support teacher for further support. Additional testing could be undertaken if the class teacher feels it appropriate.

Should any staff member have concerns regarding any individual, they should complete a Concerns sheet (Appendix 7) and pass it to the Head Teacher.

### Record Keeping

- Individual Burt Inglis tests should be kept in the Yellow Pupil Profile. (Appendix 6)
- The Burt Inglis class record sheet should be kept in the Record of Work folder. (Appendix 6)

- Spelling Rule records (see Appendix 8) should be kept in the Record of Work folder and put into the Pupil Profile when a child leaves *Glencorse*.
- A spelling record sheet for Nelson should be kept for each group (see Appendix 9). This should be kept in the Record of Work folder and passed to the next class teacher.
- The basic words in the *Fry's Commonly Used Words* should be dated as each group of words is completed.

## **Spelling Rules**

As a general rule, these should be introduced from P2 onwards. However teachers must use their professional judgement when introducing these rules.

- P2 Spelling Rules 1 & 2
- P3 Spelling Rules 3 - 6
- P4 Spelling Rules 7 - 10
- P5 Spelling Rules 11 - 14
- P6 Spelling Rules 15 - 18
- P7 Spelling Rules 19 - 22