

# St Peter's CE Infant School

## SPELLING POLICY

### Introduction

At St Peter's we recognise the importance of correct spelling, but we also understand the way the young child learns to write.

### Aims

- To encourage pupils to become independent and correct spellers through a developing knowledge of how the English language works.
- To build skills and strategies to enable children to attempt new words or know how to find them.
- To develop skills to check and make corrections
- To develop a positive attitude about spelling and an on-going interest in words and language.

### Approaches

At St Peter's

- the 'Letters and Sounds' programme is used to deliver the National Curriculum requirements for the teaching of spelling.
- daily sessions reinforce letter recognition, sound/symbol relationships, and alphabetical order, extend vocabulary, introduce linguistic terminology and teach patterns in words.
- the 'Letter and Sounds' / Phonics play programme is used throughout the school, supported by the use of 'Jolly Phonics'.
- there is a clear expectation that pupils will apply their knowledge of spelling conventions in their written work.
- we understand the importance of an investigative approach to spelling and this is reflected in the activities in which the pupils participate.
- we employ a range of strategies to motivate and involve all pupils in whole class teaching
- links are made between spelling and the formation and joining of letters and cursive writing is encouraged when the class teacher feels that it is appropriate for a child's stage of developments (see Handwriting policy)
- the 'Look, say, cover, write, check' method is used to learn spellings
- spelling lists are sent home weekly in Key Stage 1 and pupils are tested weekly.
- marking reflects teaching objectives. In the context of daily purposeful writing situations, teachers respond firstly to the writer's ideas and then to the editing of selected grammatical feature

### I.C.T.

A range of software is used to support the teaching and learning of spelling.

### Assessment

Pupils are tested weekly on their lists of words that are sent home in the Spelling Folder.

In Key Stage 1 pupils are set spelling targets termly. Targets are reviewed at the end of each term and, where appropriate, pupils are involved in the setting of future targets.

On going diagnostic assessment, when marking pupils' daily writing, informs future teaching.

Termly annotated pieces of work refer to a child's self image willingness to experiment and the strategies they employ.

The Year 1 Phonics Screening Check supports teacher assessment and the results are reported verbally to parents. Key Stage 1 Statutory Assessment Tasks and Tests are used at the end of Key Stage 1 to support the teacher assessment and provide an end of Key Stage 1 level.

**Equality**

All children have an equal opportunity to develop spelling skills. Throughout the planning and teaching stages we ensure that the spelling curriculum is available to all pupils. However, children who do not make satisfactory progress through the developmental stages receive additional support e.g. The Early Literacy Support Programme or targeted small group intervention from a teaching assistant and the use of I.C.T.

**Parents**

We encourage parents to support their children's spelling development. A letter is sent home to parents explaining the Spelling Folder and their role in the school's system (see letter to parents). Sounds and patterns, that are the focus of the daily session in school, may be listed in the pupils Reading Record in order for parents to consolidate the teaching at home, when sharing a book with their child.