

Fairfield Endowed CE Junior School

Spelling Policy

Rationale

Children need to develop a mastery of spelling conventions in order to communicate effectively by writing.

Purposes

1. To encourage children to write freely, without fear of failure.
2. To promote the studying of words.
3. To encourage children to spell words for themselves and to remember the correct spelling by recognising that there are strategies for learning to spell words and that spelling has patterns.

Guidelines

1. Develop an approach to spelling as outlined in Letters and Sounds. The school encourages a multi-sensory approach to learning phonics.
2. Spelling must be taught. These include;
 - The teaching of high frequency words [commonly misspelt ones are given high priority and are on display/washing line, referred to by the teacher and changed each week according to progress].
 - The teaching of weekly spellings linked to phonics [These are on display in the classroom and children are encouraged to show how they are using them in their writing].

Children are expected to learn at least 10 spellings each week, having the opportunity to practice them in school as well as at home. Teachers use the texting service to inform parents each week of their child's progress.

Children are encouraged to use dictionaries and thesaurus as appropriate but are also encouraged to 'have a go' on a white board to practice their phonological awareness skills.
3. Teachers provide a language rich environment using key words from across the curriculum. Children collect words in a glossary from books they have read to enable them to widen the range of vocabulary which can be later applied in their writing.
4. Children in Year 3 are taught the names of the letters and their sounds.
5. The misspelling of high frequency words is challenged immediately in the child's workbooks. These words might also be added to the child's spelling list for the week.
6. Children's individual needs are catered for and support programmes put in place for those with special educational needs.
7. All children in Years 3 and 4 are expected to know how to spell the high frequency words by the time they enter Year 5. [Children with recognised special educational needs will work towards this and may need longer to do so].

Conclusion

Good spelling underpins all learning tasks and is given a high priority by all staff.