

Wester Cleddens Primary



Spelling Policy

May 2020



Happy Together, Learning Together, Achieving Together



Wester Cleddens Spelling Policy



Rationale

The rationale of this spelling policy is to advocate the importance of ensuring consistency in the approach to teaching spelling throughout all stages of our school. This is to enable our pupils to become confident in their spelling abilities and to transfer and apply the skills learned through our spelling programme, throughout literacy tasks e.g. to help to support writing and reading.

Within *Curriculum for Excellence*, literacy is defined as:

“the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.”

Aims

- To ensure a consistent approach to spelling throughout the school.
- To enable each child to develop their confidence, accuracy and skills in spelling.

At Wester Cleddens Primary, we use the North Lanarkshire Active Spelling programme from Primary 1 – 7. Pupils are taught using active strategies that are fun, motivating and interactive. These activities allow children to work collaboratively with others and to work independently. Children are provided with opportunities to consolidate their spelling skills throughout the curriculum. The teaching of spelling will be predominately school based however, children are given the opportunity to complete active spelling activities as part of our home learning programme.

Assessment

At the beginning of each academic year, children in Primary 2 – 7 will undertake the Single Word Spelling Test (SWST) to assess their spelling skills. The results of the SWST will help to inform staff where each child's learning is within spelling and allow them to identify areas for support or challenge. These results will be tracked to monitor progression throughout a child's journey through the school.

North Lanarkshire Active Literacy Programme

At Wester Cleddens Primary our approach to spelling is based on the techniques and strategies recommended in the North Lanarkshire Active Spelling programme.

This approach encourages children from Primary 1-7 to be active in their approach to spelling through the use of strategies and activities such as:

- Reciprocal Teaching activities
- Spelling Strategies including 'Say, Make, Break, Blend, Read and Write'
- Active Spelling activities including rainbow writing, hangman, graffiti wall etc
- Elkonin Boxes
- Diacritical Marking
- Phoneme Stories

Children across the school will participate in **daily spelling lessons** lasting no more than 15 minutes per day with the class teacher leading or facilitating these lessons as per guidance in the Wester Cleddens Spelling Teacher Guides.

Primary 1 – 3

Children are continually assessed throughout the week to ascertain how confident they feel and to give them areas to focus on to improve. Children will receive feedback from their teacher and peers as well as opportunities for self-assessment. Teachers can also make judgements about a child's ability to spell words by using them within a context e.g. a dictated sentence.

At the end of a block of teaching pupils will be tested to see if letter patterns have been learnt and to assess if they have been retained after a period of time. They will be assessed on their ability to say the learned phoneme on its own, read words containing the focus phonemes for that block and to write words containing the focus phonemes for that block. The assessments for Stage 1 – 3 can be found on the Staff Shared Area. Teachers' can use the record sheets to record and track children's progress.

Primary 4 – 7

Children will participate in peer assessment through reciprocal teaching each week with their spelling partner. Reciprocal teaching will involve selecting words from their focused spelling list that week for their partner to spell but also dictating sentences containing some of the focus words. They will provide their partner with feedback for next steps and the teacher should circulate the classroom to oversee and support this.

Children will follow a four-week spelling block as follows:

- Week 1 and 2 Focus Phoneme Family
- Week 3 Common Words
- Week 4 Spelling Rules.

At the end of this, children will complete the spelling assessment grid which can be found on the shared area. Children will self-assess their spelling using a traffic light system. These are then kept in the Pupil Profiles as evidence of children's learning. If a child has not done well in the spelling assessment, then learning should be revisited.

Further guidance for teachers on how to deliver the North Lanarkshire Active Spelling programme can be found in the following school documents on the shared area:

- North Lanarkshire Spelling Teacher Guide Stage 1
- North Lanarkshire Spelling Teacher Guide Stage 2 and 4
- North Lanarkshire Spelling Teacher Guide Stage 4 and 5

'Have a Go' Spelling

From Primary 1, children are encouraged in both their spelling and writing to 'have a go'. This involves training children to say 'Is this how you spell...?' rather than 'How do you spell?'. This encourages children to use the strategies that they are taught through the NL Active Literacy Programme such as breaking the words into syllables, using mnemonics, using rhyme etc. They are learning to identify if the word 'looks right' which is a strategy most adults use before checking in a dictionary. In writing, children might require 'help' to spell every word they write which subsequently slows the writing process down for them. By 'having a go' we encourage children to use the skills they have learned and build their confidence in their spelling ability.

Jolly Phonics

Jolly Phonics is used to support the teaching of phonics in the North Lanarkshire programme in the infant classroom. Children are taught the Jolly Phonics songs and corresponding actions for the focus phoneme(s) for that week. Other resources online such as Alphablocks and Mr Thorne Does Phonics/Geraldine the Giraffe are also used to support the teaching of phonics.

Home Spelling Strategies

Children will be given words lists weekly to take home and to complete spelling home learning tasks from Primary 1 – 7.

For Home Learning:

- Children will use the Say and Cover and Write and Check (SACAWAC) strategy at home to help further reinforce their focus spelling words for that week.
- They write out their words 3 times in their Literacy Homework Jotter.
- At the back of their Literacy Homework Jotter they will have the WCPS Home Learning Spelling Grids. Children should choose 2 activities to complete per week.

Challenge and Support

Additional support with spelling will be given when required, and may consist of:

- o Assessment of ability;
- o Support in the form of a phonic programme (Toe by Toe, Read, Write, Inc, Doorway Online etc)
- o Increased use of technology to allow independence in word-finding.

If you have any concerns about a child's spelling ability in your class, please speak to a member of SLT as soon as possible for guidance.

Children who require further challenge in the upper stages of the school can use the spelling lists that are included in the SWST programme and topic specific vocabulary.

Monitoring will be continual to ensure a flexible approach to the development of each child's skills and understanding of spelling.

Information for Parents

Please direct parents to the following WCPS Spelling guides which can be found on the school website:

- NLC Spelling Parent Guide for Stages 1 - 3
- NLC Spelling Parent Guide for Stages 4 - 7