



St Hilary's School

Spelling Policy

Aims

That there should be:

- A co-operative and consistent approach to spelling throughout the school covering all areas of the curriculum
- An agreed spelling philosophy and strategy to help deliver the word level objectives of the National Curriculum comprehensively but flexibly
- An active rather than passive approach by **all** teachers to 'spelling' as it is essential to every subject in the curriculum
- A constant striving to enable children to achieve independence in spelling.

Further:

- That the needs of children with particular spelling difficulties be addressed sympathetically

Philosophy

- The EYFS Development Matters Guidance and the National Curriculum provide the fundamental structure for the teaching of phonics and spelling from Nursery – Year 6.

Marking Strategies for mis-spelt words

Selected spelling errors are indicated for all year groups

- EYFS – Children are encouraged to spell phonetically and planning is differentiated to encourage children to learn specific spellings of high frequency words when they are ready to do so (i.e. confident in their phonic knowledge and independent writing).
- Year 1- work is marked, where possible, in the presence of the child and spelling errors are discussed.
- Year 2 - children work with more independence, encouraged to use phonic strategies to try and spell new words. Children's work is monitored and discussed throughout the task but the majority of work is marked after the lesson. Mis-spelt words are underlined and corrected above. Children are given verbal feedback as to their targets and successes at the start of the next lesson and encouraged to look at the previous piece of work.
- For Year 3 – Year 6, selected spelling errors will be indicated and either the correct spelling written out by the teacher, or 'sp' written in the margin. Children will then be required to write out some of the mis-spelt words correctly, having checked in a dictionary if needed.

- Children should be allowed to try for themselves and experiment with word patterns whilst stressing that a careful balance should be maintained to avoid possible ‘spelling failure’ which would inhibit their written work.

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Strategies

The focus should be on encouraging;

- Progress towards achieving independent spelling strategies from an early stage
- A belief that ‘spelling support’ should be a permanent feature of every classroom
- The use of the look, say, cover, write, check policy
- an understanding that other approaches such as analogy and mnemonics can be useful ‘tools’ to aid the development of memory
- an awareness of semantics (word meaning) and syntax (grammatical structure)
- the development of phonological understanding through speaking and listening
- the acquisition of sight vocabulary
- the learning of associated spelling rules

Further that children should be:

- systematically and thoroughly exposed to the common phonemically regular patterns from an early age to develop visual and aural memory
- given handwriting practice to reinforce spelling patterns as ‘visual, auditory and articulatory’ elements must be firmly cemented in writing
- able to use ICT resources for the purposes of practising and consolidating spelling where appropriate

We actively promote democracy, the rule of the law, individual liberty and mutual respect of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto ‘Not for oneself but for all.’

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Next review date: June 2024

Person Responsible: Mrs Louise Beach (Head of English)