

Hockliffe Lower School

Spelling Curriculum Statement



Intent

We believe that that children should learn to apply spelling rules to spell words correctly from their very first days at school. Not all children can learn to spell in the same way as others and we believe it is necessary to adopt a range of strategies to enable children to learn how to spell whilst making the task as much fun and as interesting as possible.

AIMS

- to give children the skills to spell accurately
- to develop positive attitudes to spelling
- to promote an interest and enjoyment of words and their structures
- to provide a wide range of auditory, visual and kinaesthetic activities and experiences in spelling, in order to meet the learning styles of all children within the classroom.
- to link spelling with other areas of the curriculum, in order to make it more meaningful and relevant to the children.
- to help children discover how they can learn to spell words most effectively

Implementation

In EYFS and KS1 spelling is linked to the learning of reading using the Synthetic Phonic approach in the Letters and Sounds programme (DFS 2007). This is supported by phonic resources from the Oxford Reading Tree. From Year1 to Year 4 the Rising Star Spelling programme is used as a resource in the teaching of spelling.

EYFS

Children in the EYFS are taught phonics daily alongside or as part of their Literacy lessons. Parents are provided with phonics targets files with resources to be used at home to support their children's letter recognition, letter formation and the blending and segmenting of sounds in words. Children are also given specific letters or spellings to learn at home as weekly Superstar Spellings.

Key Stage 1

- Children take weekly lists of spellings home to learn so they can be 'Superstar Spellers.' These can be words from the phonic stage the children are working, high frequency words and common exception words from the New Primary Curriculum 2014.
- Children are encouraged to use different strategies to learn to spell words including...
 - Look-Say-Cover-Write-Check
 - mnemonics
 - rhymes
 - Spelling patterns

- Investigations
 - Activities which develop visual memory and visual sequencing
 - Word games
 - word puzzles which use focus spelling words
 - handwriting sessions
 - repetitively writing a spelling word in different colours and sizes
 - using IT software
- Resources are provided in school to help the children become more familiar with words they are learning to spell and encourage them to spell words independently in their writing including
 - Posters with phonic graphemes displayed in classrooms
 - Word banks and spelling mats containing high frequency words and words associated with the topic they are writing about
 - Words displays on the wall

Key Stage 2

- In KS2 spelling is taught through the investigation of word patterns, prefixes and suffixes and exploration of word meaning and derivation.
- Spelling activities/tasks are differentiated and appropriately matched to individual abilities in the class.
- As in KS1 children are given weekly spellings to learn at home, these include high frequency words and common exception words from the New Primary Curriculum 2014, spellings which follow rules and additional spelling lists which relate to topic themes they are studying
- Children are given oral and/or written feedback about spelling in their work, (according to their age, ability and the nature of the activity), in order to help them develop specific aspects of spelling further, so aiding progression.
- Children are given opportunities to self-assess their own spelling to promote independence; they are encouraged to use dictionaries or electronic spell checkers to check spellings independently.

A print rich environment is provided around the school showing writing in a variety of contexts and for a range of purposes. These are drawn upon as a resource for the focused teaching of spelling.

A series of intervention programmes are used as required to help improve progress of children who are experiencing difficulties learning to spell e.g. Toe to Toe, Hornets

THE ROLE OF PARENTS AND CARERS

- Parents and carers are invited to a meeting with their child's class teacher at the beginning of each school year. Teachers explain how parents can support their children to learn spellings which will be part of their homework. Children bring home weekly Superstar Spellings to learn; in the front cover of their home spelling books a list of multisensory learning activities are provided to support parents in ways to help their children to learn spellings at home.

Impact

Assessment of children's progress in learning to spell will be made regularly through

- Teacher observation e.g. interest in words, willingness to have a go'
- Analysing samples of independent work
- Discussing spelling with the children
- testing of weekly spellings
- Pupil self-assessment
- Feedback from parents

Progress will be tracked and discussed at half termly monitoring and review meetings. This statement will be reviewed yearly.