

St Patrick's Primary School

Spelling Policy



Rationale

The approach to spelling at St Patrick's Primary takes account of varied approaches to teaching and learning. It should be an inclusive approach that builds confidence and supports creativity. This important aspect of language should be taught in a developmental and progressive way.

Rights Respecting Schools

In developing this policy we took account of the following:

United Nations Convention on the Rights of the Child - Article 29 : Education must develop every child's personality, talents and abilities to the full.

Aim

The spelling programme should build *CONFIDENCE* and *ACCURACY* enabling the child to express his/ her ideas in writing appropriately and effectively.

Spelling Strategies

Pupils should be given **strategies** to help them learn to spell. As children progress through the school they will become increasingly confident in learning and using the following strategies:

- Look, Say, Cover, Write, Check
- Read the word carefully
- Flashcards
- Sound it out
- Syllables/chunk it
- Look for small words (words within words)
- Look for patterns
- Look at endings
- Look at the shape of the word
- Analogy
- Rhyming words
- Root words
- Mnemonics
- Prefixes
- Suffixes
- Tenses
- Plurals
- Tricky bits
- Stressed/Unstressed vowels
- Stressed/unstressed syllables
- Spell it yourself book
- Spellcheckers

Rather than asking a pupil to 'sound it out' teachers provide more useful information when they suggest that pupils use a strategic 'think it out' approach. This advice reminds pupils that spelling involves more than phonological information and encourages them to think about spelling patterns, root words and affixes, and what the word looks like.

Methodology

Activities should be varied in order to maintain interest and to meet the learning needs of pupils. Multisensory approaches to spelling will allow all learners to progress at an appropriate pace. "See it, say it, hear it, write it" involves visual, aural, oral and kinaesthetic senses. This is utilised in the well-known "Look, (Say/Hear), Cover, Write and Check" routine. In that, the pupil should say the word being practised and the letter-names as well. Writing of words from recall (not copying) reinforces them for reading as well as for spelling.

Dictionary activities, computer games, wordbanks, Stile and Personal Spelling Lists encourage children to experiment with language. Active learning is encouraged. The use of whiteboards, spelling games and ICT make learning fun. Spelling homework activities will often be used as consolidation of classroom work. A variety of spelling activities should be used which will motivate and engage.

Resources

The main resource used at St Patrick's Primary is Nelson Spelling. The teacher can, of course, supplement to consolidate. It is essential for continuity and progression that the same core scheme is used, especially in the ever changing composite situation.

Stage	Level		Additional materials
Primary 3	Red	Part 1	Spelling Games Stile Ginn Spelling Monster Spelling A Hand for Spelling, ICT - software packages/websites (see appendix)
	Red	Part 2	
	Yellow	Part 1	
Primary 4	Yellow	Part 2	
	Book 1	Part 1	
	Book 1	Part 2	
Primary 5	Book 2	Part 1	
	Book 2	Part 2	
Primary 6	Book 3	Part 1	
	Book 3	Part 2	
Primary 7	Book 4	Part 1	
	Book 4	Part 2	

In addition, running alongside the core spelling, is a stage list of words to be learned for writing (Common Word Lists) Also useful is the list of commonly misspelt words. (Highland Literacy Project) These do not follow patterns but are based on most used theory.

Activities

- Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in 'chunks' rather than 'letter by letter'
- Use **different coloured post-its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
- Write the word in **sand, finger paint** etc -helps form memory hooks.
- Use **big paper and big felt pens** - not always a jotter.
- **Chant the syllables** eg Wed-nes-day, emphasising the tricky bit. Use actions for each syllable.
- **Draw a picture** to help with a word eg big elephants can always understand small elephants = because
- **Make the word into a picture** eg bed could be drawn to look like a bed
- **Spelling rules** eg 'i before e except after c'. 90% of words actually follow the rules
- breaking it up into syllables orally [often called '**spell speak**'] eg bus-i-ness, Feb-ru-ary
- **Mix and match.** If you know how to spell television and headphone you can probably spell telephone

Assessment

Pupils should be encouraged to self correct using a dictionary, ICT, spellcheckers or personal spelling jotter. Regular assessment activities should be integral to classroom practice. Progress is recorded on a record sheet which in turn should be used to inform planning. As we still wish to encourage pupils to write freely, it is recommended that the writing and spelling connection is made regularly but not through every piece of writing. The real criteria for success is improved spelling in written work and confidence in creative tasks.

Additional Support for Learning

Some children will need additional help for an identified difficulty with spelling. See school procedures for identifying children with Dyslexic difficulties. These pupils will be individually assessed and their needs met through a variety of strategies and resources. The following resources are some of the materials available in school or from EAST:

Word Wasp	Alpha to Omega
PAT Spelling	Spelling Games (Boggle, Football Phonics)
Spell Mate Software	Spellmadoodle materials
ACE dictionaries/ACE spelling activities	Wordshark
Nessy	Toe by Toe
Dyslexia Stile	Beat Dyslexia
EAST Resources	

Dyslexic Learners

Those who learn easily learn by rote, by visual memory, by analogy, by experience. Dyslexic learners have to be taught all the rules and conventions and exceptions of English reading and spelling in an organised way. English is not as phonetically regular as many other languages. (*British Dyslexia Association*)

Good teaching for dyslexic pupils is also good teaching for all learners.

Spelling Strategies

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Appendix

Spelling websites:

www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/spelling/play

www.doorwayonline.org.uk/literacy/speller

www.amblesideprimary.com/ambleweb/lookcover/lookcover.html

<http://resources.hwb.wales.gov.uk/VTC/2011-12/english/reading-games/antonym-splat/index.html>

www.topmarks.co.uk/Flash.aspx?b=english/spelling

www.spellingcity.com/spelling-games-vocabulary-games.html#

www.learninggamesforkids.com/spelling_games.html