

POLICY STATEMENT FOR SPELLING WOOD FARM PRIMARY SCHOOL, HEADINGTON, OXFORD.

June 1998

DEFINITION

The act or process of writing words using a system of letters that is conventionally accepted by writers of that language. The English spelling system is alphabetic; and one in which twenty-six characters are used in varying combinations. The patterns of English spelling have been influenced by many other languages. The ability to spell is an aid to understanding and making meaning.

AIMS

That by the end of their first school pupils should be able to:-

- spell confidently most of the words that they are likely to use frequently in their writing
- recognise those aspects of English spelling that are systematic
- make a sensible attempt to spell words that they have not seen before
- check their work for mis-spellings
- use a dictionary appropriately
- begin to use a thesaurus

In order to achieve the above aims, it is important to ensure that:-

- children understand that spelling is important, interesting and exciting
- teachers recognise the various stages of spelling development and use this knowledge to inform their teaching (see Spelling PAGE PAPER 1991)
- spelling is taught, using children's own work and the patterns of the spelling system
- teachers introduce and teach alphabetic order and dictionary skills so that children can use dictionary skills and other reference sources effectively
- children understand that spelling, writing and effective communication are linked
- children's efforts are valued

- teachers promote an interest in words, their derivations and usage.

RESOURCES

Resources include a range of dictionaries and IT which support the acquisition of knowledge about language, word derivations and definition. In each classroom a selection of dictionaries (and thesauruses in Key Stage 2) are provided to help children to understand meaning, derivation and possible accepted spellings. All children have access to spelling programs and spellchecks. Children have 'Have a go' books, pads or journals.

ASSESSMENT

Spelling is assessed in the context of the children's own work and National Curriculum requirements. At all stages children are involved in the process of assessment.

PARENTS

Parents are informed about the school's approaches to spelling and how they can best help their children.

EQUAL OPPORTUNITIES

It is important to recognise that children come to school with a wide range of language and writing experiences. These differences are used constructively to plan teaching and learning opportunities. (Refer to school's Equal Opportunities Policy statement).