



Fishermoss School Spelling Policy

Spelling is an integral part of the teaching of literacy, and as such will be given priority through a whole school approach. **To become successful spellers, pupils need to be taught in a fun, motivating and interactive manner, using a wide variety of activities.** Opportunities for consolidation need to be given and should include the promotion of collaborative learning.

The teaching of spelling should be predominantly school based, as the practice of giving lists of words to learn for homework is reportedly less successful and does not transfer to daily written work.

Guidelines

Pupils in the early years will be learning to spell through a phonic approach - Jolly Phonics/ Grammar. The teaching of spelling at Fishermoss is broken down into the following three main areas:

1. Systematic Approach

Pupils, throughout the whole school are taught to spell using a systematic approach. By following one of the many published word compilations, the pupils can work progressively and in ability groups. Spelling can be differentiated in both difficulty and also through the number of words to be learned. All pupils will be given opportunities throughout the week to practise them **collaboratively** through a variety of interactive/active learning activities e.g. short sessions using whiteboards, testing each other, snap games using spelling words, make up mnemonics to help with tricky words, anagrams etc-**see attached list of interactive spelling activities.**

Teachers will use their professional judgement and be selective with lists in order to meet pupils' needs. The Principles for curriculum design should be applied to ensure challenge & enjoyment, breadth, progression, depth, personalisation & choice and relevance.

Resources used to support progression include Jolly Phonics and Jolly Grammar (Publisher Jolly Learning), Nelson Spelling Scheme (Publisher Nelsonthornes) and Active Literacy resources-North Lanarkshire Council.

P1 Jolly Phonics 1

P2 Jolly Grammar 1

P3 Jolly Grammar 1 and move onto Jolly Grammar 2.

P4 Jolly Grammar 2 and move onto Jolly Grammar 3. (Nelson Red Book 1 and Yellow Book 2 are also available as additional resources)

P5 Jolly Grammar 3 and start Nelson Blue Book 2 supplemented by Jolly Grammar Handbook 4

P6 Nelson Green Book 3 supplemented by Jolly Grammar Handbook 5

P7 Nelson Orange Book 4 supplemented by Jolly Grammar Handbook 6

Pupils will follow the scheme in this sequence as the programme is differentiated to suit a wide range of abilities. Specific arrangements will be made for children with additional needs. Graded resources are available.

Dictionary skills-These are introduced in Primary 2 and developed at all stages in the first and second level.

2. Common Words (High Frequency)

The teaching and learning of common words should be given a high priority in *all* classes as they make up a significant percentage of all written work. The progression is mainly in the amount of words that are introduced so teachers may wish to teach them as a whole class rather than in ability groups. This affords more opportunities to practise them either as a class, in a group or in pairs to ensure they are fully embedded.

A suggested list for P1-5 is enclosed. * **All the lists are written in large font for pupils to use in their games and activities.**

3. Writing / Spelling connection

It is vital that pupils are given opportunities to learn the words that they have misspelled in their own writing. The teacher may choose to highlight **a few** of these words for the pupils to look up in a dictionary and these can then be learned.

This then becomes a tailor made, individual learning task which is matched exactly to their needs. However it is still possible and beneficial to use collaborative activities to support this learning. Pupils could work in twos to help each other to practise and learn their words.

After a writing lesson, the class teacher could also note any key words which are appearing as misspelled words from more than one pupil. These words could be the focus of a direct teaching session during the following week.

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.

'HAVE A GO'-Simply by training pupils to say '**Is** this how you spell...?' rather than '**how** do you spell...?', we are teaching them to use the spelling strategies that have been taught, For example, sounds like another word, breaking it into syllables etc. They are learning the skill of '*does it look right*'. This is the strategy that most adults use before they reach for a dictionary. We need to teach them this skill. Pupils can use a whiteboard to have a go or simply a piece of scrap paper before it is transferred to the actual copy.

'Have a go' will be a particularly useful skill in infants as they may want help with almost every word they write. By immediately asking the teacher for help, the writing process is slowed considerably for pupils. We need to help them build up their confidence in their own ability to use the knowledge they have already.

The guidance given for P6 & P7 is that children continue the practices and routines already established at the earlier stages but are able to do so much more independently of the teacher. At these later stages, the teacher's primary role is in encouraging and reminding children that their accuracy in spelling will depend upon their competence in phonemic awareness, their knowledge and use of spelling rules and appropriate spelling strategies.

Policy amended and agreed-Staff meeting-November 2016