



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

Spelling Policy

Cathedral School Spelling Policy

At Cathedral School, we believe spelling skills are a fundamental part of the curriculum. We view spelling as a developmental process that must be carefully structured throughout the school to ensure progression. We believe children should know and understand that words have correct standard spellings, and that they should strive to attain these in their own writing.

As a school which aims to be a Rights Respecting School as defined by UNICEF, Cathedral School recognises that spelling is an important tool for the expression of children's views (articles 12 and 13 of the UN Convention on the rights of the Child) We recognise that education is a right for every child (Article 28 and 29) and that our spelling provision must ensure our learners enjoy these rights.

Aims and Objectives:

- To encourage in all children a positive, confident attitude to spelling
- All children value spelling in their own work, and try to approximate standard forms
- To teach children that writing is for a purpose, and that correct standard spelling makes it accessible to all.
- To develop high standards in spelling skills throughout the school
- To develop all children's sense of responsibility towards the development and use of these spelling skills
- All children develop independent strategies for tackling and assessing their own spelling
- All children use dictionaries, thesauruses, word banks and spell-checkers where appropriate

Teaching Strategies:

- Teachers will use the National Literacy Strategy Framework guidelines, referring to the spelling, phonics and word level work to inform their planning.
- Children's early attempts at spelling will be valued and built upon
- Children will be encouraged to write independently from Reception, attempting first the initial sound and then adding other phonemes as their confidence increases
- All children will have access to, and be taught how to use, word banks, dictionaries, thesauruses, word books and spell-checkers to gain access to the correct spelling of words
- All children will be encouraged to form their own or group word books, in conjunction with the teacher, to use during independent writing time
- All children will be introduced to a variety of methods for learning spellings, but the LOOK, SAY, COVER,WRITE, CHECK approach will be emphasised throughout the school
- The teaching of spelling and handwriting will be closely linked so that the spelling of common letter strings will become automatic
- All children will be encouraged to develop an interest in, and to look closely at patterns encountered in words and their derivatives
- Where possible, children will be encouraged to identify and rectify their own spelling errors
- There will be a focus on the teaching and learning of common words, according the NLS Framework and the Hundred Common Word list

- Parents will be made familiar with spelling strategies employed by the school to aid learning.

Resourcing:

- There are numerous books on the teaching of spelling - these are stored in the Literacy cupboard in Class 4

Record Keeping and Assessment:

- Children will be given weekly spelling homework and tests from mid year in Year One upwards throughout the school
- All children will be tested on a weekly basis by the class teacher
- Teachers maintain their own records from classroom observations and the weekly tests
- Based on half-termly writing assessments, teachers will comment on and set appropriate learning targets for spelling
- All children will also be tested on the following:
 - Mils: 36 common words & sound and letter recognition (KS 1)
 - NLS Appendix list 1 (Years 1, 2 & 3)
 - NLS Appendix list 2 (Years 4, 5 & 6)

Display

- Classroom and public area displays will demonstrate correctly spelt labels
- Classrooms will, where appropriate, have displays of current topic word banks, spelling patterns and word level work lists