



# Senacre Wood Primary School

## Senacre Wood Primary School Spelling Policy and Expectations September 2019

- Set clear expectations when children start to write. Remind them of the strategies, rules and conventions that they can apply. Expectations and marking will reflect the children's cumulative knowledge but the marking should not go beyond what has been taught for spelling. This could be followed up in the success criteria being used in a lesson to spell key words, for example.
- Analyse children's errors. Look closely at the strategies the children are using. For example, a child using *jumpt* instead of jumped is using phonological knowledge but does not yet understand about adding –*ed* to regular verbs in the past tense.
- Do not insert letters into a misspelt word. It can confuse the writer and will not improve spelling. It is more helpful to write out the whole word.
- Provide time for children to respond to the spelling feedback and clarify expectations about what they should do next.
- Children should be trained how to proof read for spelling errors (see Marking Policy).
- Children will be encouraged not to be inhibited in their writing. When writing children will select a misspelt word during the editing process, underline it and look it up in a dictionary. This can be modelled during shared writing by the teacher.
- **Spelling tests are not statutory.** If a class teacher chooses to test spelling, then spelling lists should be a mix of spelling words from Read Write Inc. that week, helpful words from class Enquiries and non-phonetically plausible words. **DO NOT SEND HOME LISTS PURELY MADE UP OF YEAR GROUP WORDS FROM THE NATIONAL CURRICULUM.**
- Spellings are corrected across the curriculum and the correct spelling should be placed in the margin or below the learning. These could be added to spelling logs, discussed with children, put on working walls etc. The marker should apply the school model of cursive script when modelling the correct spelling.
- Spelling will be assessed six times a year through the Rising Stars assessment tool, in line with age-appropriate expectations. This will be tracked separately to grammar. Phonics test results and spelling assessments will be tracked through year groups.
- Teachers will follow the guidance provided by the September 2014 National Curriculum, as well as the Read, Write, Inc spelling programme which separates expectations into individual year groups.
- No more than three or four spellings should be corrected or highlighted and, if appropriate, focus on errors that relate to a particular letter string or spelling convention.
- Be positive and praise progress. Reward the application of learned patterns and rules. Consider the self-esteem of vulnerable pupils and rewarding appropriate efforts.

## Marking must lead to action on the pupils' part.

Examples of this could be:

- Re-writing the word
- Writing the correct spelling in their spelling logs
- Adding the word to their personalised high frequency word grid and spelling card pack
- Looking up the correct spelling themselves and using look-cover-say-write-check to learn it
- Completing a cloze activity for key spellings, such as, there and their
- Finding other words with the same pattern
- Devising a mnemonic to remember the word
- Adding the word to the working wall

**This is not a definitive list of examples**

