



### **Aims:**

- To enable each child to develop as a confident and independent speller.
- To ensure that there is a consistent approach to spelling throughout the school.

Active spelling at Newburgh Mathers School consists of short, focused activities, completed on a regular basis throughout each week.

### **Resources in use:**

1. Single Word Spelling Test
  - Designed to assess attainment at the start and end of each session and group children. (P2-7)
  - Provides stage specific, progressive word lists, based on phonemes. (P5-7)
2. Active Literacy
  - Provides phoneme and common word lists. (P1-4).
  - Make, say, break, blend, read.
  - Diacritical marking.
  - Activities appropriate to the age and stage of children, such as: rainbow writing, pyramid writing, crossword puzzles, upper and lower case writing, using words in sentences and writing short stories using spelling words.
3. Emerging Literacy programme in P1
  - Designed to teach sounds and the making of words progressively following assessment on entry to P1.
  - All resources created by Highland Literacy and available on their website and blog.
  - Lead teacher 2017 – 2018 is Gillian Black.
4. Jolly Phonics
  - Used to support teaching of sounds and phonemes predominantly in P1 and 2.

### **Home Spelling Strategies**

- Spelling homework is provided weekly in the form of a word list.
- In the early stages, activities will be suggested to support spelling practice at home.
- In the middle and upper stages, spelling practice is designed to support the development of children's vocabulary and understanding of language.
- Strategies will vary between focused spelling activities.
- Parents can support children by revising words using the LOOK > SAY > COVER > WRITE > CHECK method.



### **Strategies for teaching spelling in class (SWST)**

- Phonological: Applying phoneme and grapheme rules to spell words. These sounds will be taught.
- Visual: Memorising words for retrieval when required.
- Kinaesthetic: Memorising the motor pattern involved in writing a word.
- Mnemonics: Mnemonics can be learned to deal with tricky words such as: 'because' – **big** elephants **can add up sums easily**.
- Explicit teaching of spelling rules.
- Any combination of the above.

### **Challenge and flexibility in Spelling**

- The children progress from Active Literacy word lists to lists from the Single Word Spelling Test in Primary 5 to ensure that there is appropriate challenge and progression throughout the school.
- Continual monitoring ensures that there is a flexible approach to the development of each child's skills and understanding of spelling.

### **Effective Monitoring**

- In the middle and upper stages, spelling assessment is ongoing.
- Children are also expected to use their spelling words accurately within written work.
- Over the course of the school year, children are assessed twice using the Single Word Spelling Test and individual progress is tracked to ensure progression and development of understanding.

### **Additional Support Needs**

- At Newburgh Mathers School we aim to be a fully inclusive community to ensure the participation and highest achievement of all of our pupils.
- Additional support with spelling will be given when required, and may consist of:
  - Assessment of ability;
  - Support in the form of a phonic programme;
  - Increased use of technology to allow independence in word-finding.

### **Policy Review Cycle**

This policy was created in September 2017.