

Jill Schools International

Spelling policy

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Box 31161

Blantyre, Malawi

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# Rationale

At Jill Schools International we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subject. For pupils, in order to develop into effective and confident writers, they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help. We mostly want the children to develop a love of language and the confidence to spell more challenging words. We want to give them the opportunity to develop a rich and exciting vocabulary. It is our aim that they become effective communicators.

# Aims and Objectives

We will work with a consistent approach of teaching spelling. The children should develop confidence and accuracy when spelling words across the curriculum. In doing so we aim to:

* Develop and teach the children to use a range of effective spelling strategies.
* Encourage creativity and the use of more ambitious vocabulary in their writing.
* Enable children to write independently.
* Enhance proof reading and editing skills.
* Encourage children to identify patterns in words and spellings.
* Promote a positive and confident attitude towards spelling.
* Help children to use a range of dictionaries and spell check effectively.
* Help children recognise that spelling is a lifelong skill.
* Provide equal opportunities for all pupils to achieve success in spelling.

# Approaches to Teaching and learning

In Nursery we work with Jolly Phonics on daily basis. Reception class is continuing with Jolly Phonics and we focus on the most common sight words. Every day, the students will be practicing with reading and writing. From Grade one up to Grade six, spelling is taught based on Oxford English for Cambridge Primary. This method is supporting the Cambridge Primary English curriculum.

**Reception**

Every Monday, the students will be introduced to 10 new words. These words will be a combination of the most common sight words and CVC (Consonant, Vowel, Consonant) words. Throughout the week they will be practicing the words with their teacher. Every last day of the week the students will have an assessment on the words they have been practicing.

**Grade 1**

Every Monday, the students will be introduced to 10 new words. These words will be in line with the story Oxford is introducing to them. They will continue to practice these words throughout the week both at school and at home. Every last day of the week, the students will be assessed on these words. During Term 1, the teacher will call out all the words. During Term 2 and Term 3, the teacher will call out 5 words. The other 5 words will be in a sentence which the teacher will dictate to the students. Students will receive homework for spelling on daily basis.

**Grade 2**

During the first term, every Monday they will be introduced to 15 new spelling words. Throughout the week they will be practicing the words at school and at home. The last day of the week they will be writing an assessment. The teacher will dictate 10 words and 5 sentences. During the second and third term, the way of assessing the students will change. The teacher will still dictate 10 words, but the student now needs to write their own sentences with the 5 remaining words. In this way, we can check their understanding of the words.

**Grade 3 and 4**

In Grade 3 and 4, the teacher will introduce 15 new spelling words to the students on Monday. Every last day of the week, Friday, the students will be assessed on these 15 words. In the first term, the teacher will dictate 5 words and 5 sentences. With the remaining 5 words, the students need to write their own sentences. During the second and third term, the teacher will dictate 5 words and 5 sentences and the student need to be able to write 5 sentences on their own.

**Grade 5 and 6**

On the first day of the week, Monday, Grade 5 and 6 students will be introduced to 20 new spelling words. They will practice these words on a daily basis at school and at home. The last day of the week, Friday, the students will be given an assessment. During the first term, the teacher will dictate 10 words and 5 sentences. With the remaining 5 words, the students need to come up with sentences themselves. In the second and third terms, the teacher will dictate 5 words and 5 sentences. The student will be required to write 10 sentences on their own.

# Spelling Strategies

The teaching and learning of phonics and the correspondence between letters and their sounds supports all of the spelling strategies taught across the school. We attempt to teach the children a range of spelling strategies in order to appeal to a variety of learning styles.

These include:

* The S.A.C.A.W.A.C strategy (say and cover and write and check).
* Identifying syllables in words in order to break words into smaller parts.
* Identifying base words e.g. smile- smiling- smiled.
* Analogy- Using words already known to help spell new words e.g. could, would, should.
* Mnemonics - making up sentences to help remember the spelling of a word.
* Finding words within words
* Using word banks and dictionaries
* Learning different spelling patterns and investigating new spelling rules.
* Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling

Every child is unique and has different learning needs. In order to reach all the different learning needs we offer a wide range of spelling activities throughout the school. Examples of activities:

* Paired, individual, small group or whole class teaching
* Whiteboard work
* Dictionary and thesaurus activities
* Writing experiences through play.
* Word games, word searches, crosswords, puzzles
* Specific homework activities
* Editing and re-drafting work
* Word play activities
* Action rhymes and songs
* Creative work

# Handwriting and Spelling

The links between handwriting, phonics and spelling are very important. The practice of letter patterns and the copying of high frequency words helps to develop a good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in Jolly Phonics, the children will develop a good motor memory which will aid independent writing and spelling.

# Home/ School links

Reception will practice spellings at school. From Grade one upwards, children will be taking home spellings to practice every day. Jill Schools International believes that parents have an active role in the learning of their children, as such, we expect every parent to embrace this initiative in making sure that spelling homework is always given highest regard and is always done.