

RIVERSDALE PRIMARY SCHOOL

Spellings In Practice Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



**“Writing is the painting of the voice.”
Voltaire**

**Article 28:
You have the right to education.**

**Article 29:
You have the right to education which develops your personality, respect for other’s rights and the environment.**

AIM

To support with the raising of the attainment for all pupils, a consistent approach to the teaching of spelling has been developed throughout the school.

PRINCIPLES

At Riversdale spelling:

1. is taught explicitly and regularly
2. is differentiated
3. includes a range of spelling strategies

PRACTICE

1. Spelling is differentiated through:
 - a) words being matched to phonic stage, spelling difficulty, vocabulary, application
 - b) children being given regular practise of words which are personal to them
2. All spelling work is seen and checked by the teacher (can be marked by children but must also be seen by teacher)
3. Follow the Riversdale Phonic Programme (Nursery – Year 1 and later where appropriate)
4. Follow the Riversdale Spelling Programme (Year 2 – 6) which
 - a) builds on phonic practice and strategies taught in EY and Y1
 - b) complements additional spelling support offered in the schoolwhich includes:
 - a) identifying and counting phonemes (and later syllables)
 - b) identifying tricky words, patterns and homophones
 - c) uses prefixes and/or suffixes and how they transform word meaning
 - d) use of spelling in a sentence context
 - e) identification of mis-spelt words
 - f) application to dictation sentences