



Charlwood Village Primary School Spelling and Handwriting Policy

Updated November 2017

Spelling and handwriting are taught, practised and valued throughout the school. We consider that being able to spell correctly and write legibly are essential life skills that society demands.

The English Language is not a regular language, but it is systematic and patterned. Learning to spell is a process of working out such patterns and applying them to new words. Learning to spell is not just learning lists of words: it is a developmental process of learning to apply different strategies appropriately. Children should have organised, structured and appropriate support to improve their spelling skills. At Charlwood Village Primary School we believe that writing legibly and efficiently, with accurate spelling, is a vital skill for all to achieve. We should inspire everyone to be effective writers in all situations, with presentation and accuracy as key features.

Aims and objectives

At Charlwood Village Primary School we recognise the importance of accurate spelling and fluent, legible handwriting and that these are influenced by both school and the wider world. We aim to bring their experiences together through;

Aims

- Sharing information with parents and carers about letter formation in the Foundation Stage;
- Exposure to a variety of fonts and styles of presentation;
- Clear modelling of letter formation using a consistent joined cursive style as set out in Appendix A;
- Accuracy in letters sent home and other communications;
- Accuracy in any written work modelled with the children;
- Rewards for children working hard and reaching targets;
- The use of handwriting pens for those achieving fluent joined styles.

Objectives

- To encourage all children to be confident in reading and spelling;
- To know and use a variety of strategies to learn relevant skills;
- To enable children to write independently with accurate letter formation and the ability to join;
- To enhance the skills of proof reading.

Time Allocation

Spelling and handwriting is taught as part of a specifically focused lesson using the Letters and Sounds programme. Foundation Stage and KS1 deliver a 20 minute phonics session daily. KS1 also have 3 extra 10 minute handwriting sessions throughout the week.

KS2 delivers a minimum of three 15 minute sessions of spelling and handwriting weekly, using the No Nonsense Spelling scheme.

The teaching of handwriting is linked, wherever possible, to the teaching of phonics, high frequency words, tricky words and common letter strings. The learning of spelling and handwriting will also be inherent in all written English work, including Foundation subjects, though it may not be the focus of every lesson.

The Teaching of Spelling and Handwriting

Foundation Stage:

During the Foundation Stage, children will be working towards using their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words.

Strategies include:

- Multi-sensory approach linking the teaching and practising of letter shapes and patterns. At this early stage, children learn to discriminate and make connections between letter sounds using the Letters and Sounds programme;
- Write beginning and ending sounds of words;
- Blend cv, vc, cvc words (c=consonant, v=vowel) (including pseudo words);
- Correct formation of all the letters in the alphabet in a cursive style as set out in appendix A;
- Children learn to write their name in a cursive style as set out in Appendix A with lead-in and exit lines. They will not join at this stage until they are developmentally ready;
- All phonemes using 2 and 3 letters are taught, modelled and recorded by children in joined cursive style as set out in appendix A;

- Read and write high frequency words and tricky words as detailed in the Letters and Sounds programme and begin to write in joined, cursive handwriting.

Key Stage One:

During Key Stage 1, the children will be further developing their phonic knowledge and will begin to:

- Develop a joined cursive writing style;
- Use their knowledge of sound and letter relationships and phonological patterns;
- Recognise and use simple spelling patterns as set out in Letters and Sounds and the Spelling Appendices for Years 1 and 2;
- Write common letter strings;
- Break words into syllables;
- Spell high frequency words and tricky words as set out in Letters and Sounds;
- Check their spelling by using word banks and dictionaries;
- Use knowledge of word families;
- Use and spell common prefixes and suffixes;
- Use the Letters and Sounds programme at the appropriate level for the children's learning;
- Correctly form all the letters in the alphabet in a cursive style as set out in appendix A;
- All phonemes using two and three letters are taught, modelled and recorded by children in joined cursive style as set out in appendix A;
- Pupils should be taught to join letters using the cursive handwriting script (appendix A).

Key Stage Two:

Pupils are taught to use strategies for spelling unfamiliar words as set out in the No Nonsense Spelling programme and record all spelling work in joined cursive handwriting as set out in Appendix A.

- Sound out phonemes as set out in the No Nonsense Spelling programme;
- Break words into syllables;
- Apply knowledge of spelling conventions;
- Use word banks, dictionaries, writing prompt cards and learning walls;
- Use and spell common prefixes and suffixes;
- Understand the relevance of word families, roots and origins of words;
- Use appropriate terminology including vowel, consonant, homophone and syllable;

Pupils should be taught to revise and consolidate words they can spell correctly and to check the spelling and meaning of words;

- Pupils should continue to be taught to join letters using the cursive handwriting script (appendix A);
- Spelling activities are taught, modelled and recorded by children in joined cursive handwriting to develop muscle memory as set out in appendix A;
- Children should use a joined cursive style of handwriting as set out in appendix A in all written activities;
- Children should use a pen as soon as they have developed a consistent legible style.

The school encourages joined handwriting, but teachers use their professional judgement when teaching and encouraging children to join their cursive letters. They will consider specific learning needs and adapt their teaching where necessary. All Key Stages are taught strategies to help them to learn independently.

Home Learning

Foundation Stage:

Every child has a Phonics Home Learning Book (red book) that will be regularly updated, as appropriate, with the new letters and sounds that have been taught that week. These letters and sounds should be regularly re-visited at home to embed the learning and reinforce correct letter formation.

Key words will be sent home in a separate book to practise sight reading of words. These will consist of Green and Red words. Green words are phonetically decodable, Red words are irregular and cannot be decoded. When a child is confidently sight reading all these words, their spelling of each word will then be assessed.

Key Stage 1:

The Statutory word lists and common exception words are taught as part of the phonics programme in Key Stage 1. Any words or spelling patterns they have found tricky as part of that week's learning should be re-visited at home to embed the learning.

Key Stage Two:

The Statutory word lists for Key Stage Two are available on the school website and will be sent home termly as part of our pick and mix homework. Children will have the opportunity to take part in a termly Spelling Bee competition on these

words and will be encouraged to use them in their writing throughout the Key Stage.

As part of the No Nonsense Spelling programme, each child is encouraged to use a spelling log (a purple book), in which they will have recorded any words or spelling patterns they have found tricky as part of that week's learning. These tricky words and patterns can then be re-visited at home to embed the learning.

The Learning Environment

Our school recognises the need for children to experience and be immersed in a variety of high quality models of text and our learning environment reflects this. Through classroom and whole school displays, texts for stimuli and general reading material we offer the opportunity to notice, discuss and apply a vast range of handwriting styles and spelling patterns. As a consistent thread running through all the variety of fonts, we use the joined cursive style (as set out in appendix A) so that the children understand the standard they are aiming for.

Teaching Spelling and Handwriting to Children with Special Educational Needs (SEN)

Children with specific difficulties receive additional support in the classroom using a variety of approaches to support progress; these may include the Teodorescu programme and a teaching assistant to support learning in class.

Monitoring and Evaluation

The standards and quality of the teaching and learning of spelling will be monitored in the following ways:

- Regular spelling assessment as part of the Letters and Sounds programme;
- ARE (age related expectations) reading and writing assessments;
- Analysis of SATs results (Standard Attainment Tests);
- Work sampling;
- Lesson observations across the curriculum;
- Year 1 government phonic screening assessment;

Success Criteria

We will know this policy is effective when

- all children make appropriate progress towards year end expectations
- children are confident in their spelling skills
- children can write in a legible, cursive style
- all books and displays reflect the joined, cursive style taught in school

Appendix A - Cursive Script

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z