

# THE TEACHING OF SPELLING

## DRAFT POLICY

14-01-11

Our target is that every child will at least know the corewords in Corewords 1&2 by the end of 6<sup>th</sup> class. This spelling policy refers to pupils from 1<sup>st</sup> to 6<sup>th</sup> class. Please see separate policy for the teaching of spellings in the Infant Classes

- “Corewords 1” concern 1<sup>st</sup> to 4<sup>th</sup> class
- “Corewords 2” concern 5<sup>th</sup> & 6<sup>th</sup> classes

How?

- Teacher calls out 2/3 dictation exercises daily
- This continues until a block of misspelt words is compiled...30>1<sup>st</sup>/2<sup>nd</sup>      40>3<sup>rd</sup>/4<sup>th</sup>      50>5<sup>th</sup>/6<sup>th</sup>
- The Teacher highlights the spelling errors in the pupils’ dictation exercises and records same on Teacher’s “Corewords” sheet.
- Pupils highlight their own errors in their Coreword sheet which pupil gets once block of misspelt words is established.
- LOOK(Say/Picture) and establish the bad part... THIS IS VERY IMPORTANT!
- Pupils are encouraged to come up with a learning strategy to remember the letter order of the corrected “bad part”
- The pupil will use this learning strategy at home to eliminate the “bad part”/the misspelling of that word.
- This is set as pupil’s homework nightly. Progress is deliberately slow and at each individual pupils own pace in order to ensure success i.e. 1 word each night if necessary. This can be curious for pupils/parents initially.
- In class The entire class work on the block of misspelt words as a whole-class. Favoured Spellers can be

challenged also e.g find words with similar patterns in their reader.

- The teacher can conduct a spot-check on error words to ensure the correct spelling is gone into long-term memory by putting a few error words into dictation sentences. What also may be curious to pupils/parents is that other words, not already in the error word block, may be misspelt here. This is noted by Teacher but not actively addressed. We are concerned with Corewords 1 & 2. (In any event Teacher can develop a further list of error words to be addressed in time which are learned in the same way.)
- Pupils have their own individual alphabetised notebook with their own error words. This can include a record of the learning strategy to correspond with each word
- Teacher asks pupil/class to LOOK for other words with that pattern (but maybe not necessarily that same sound in them)
- Favoured spellers can be given challenges/tasks within the same letter string as struggling spellers.
- Favoured spellers will also use a commercial spelling programme school-wide to supplement work. This text at present is Spellbound. This is for REVIEW! This textbook will be a school rental text.
- LOOK/SAY/PICTURE/COVER/WRITE/CHECK/USE
- The misspelt word is best learned in functional writing i.e. not in isolation as a single word but in a sentence. Teacher will then be able to establish if the word is known by the pupil.