**Spelling Methodology**

**How do we give pupils help when they ‘need a word?’**

* Children will be encouraged to ‘Have a go!’ Using phonics and known rules.
* First level children will have a word book.
* End of First level begin to introduce dictionaries, spell checkers/other resources to aid spelling.
* A word bank may be displayed to help with common words or subject specific words.

**What are we sending out as spelling homework?**

* Homework to consolidate spelling being done in class.
* Activities should be varied

**How do we assess pupils?**

* Always have a purpose for assessment.
* Consider if a weekly test is needed, you know the pupils in your class best. Testing may be after a block of spelling, to help set next steps.
* Consider consolidation weeks, where you work on a variety of sounds/rules already learned.

**How and when do we teach spelling?**

* Spelling activities should be daily (10-15 mins) reinforcing sounds/rules the pupils are working on.
* Activities must be varied and challenging.
* P1-5 spelling should be TAUGHT to groups at least once a week
* At P6 and P7 level, able pupils may be more independent when learning new spelling rules.

**How do we group pupils?**

* P1-P2, whole class is exposed to new sounds.
* Pre-Assessment before a block of spelling, group appropriately.

**How do we correct spelling in writing tasks?**

* When writing, pupils should be encouraged to self-check spelling, and underline any words they have tried but are still unsure of.
* Misspelled common words should be corrected by the teacher and highlighted to the pupils as a target to spell that word correctly in the future.
* If a child has made numerous spelling mistakes, the teacher should decide which words are most essential to be corrected.

**Next step – look at marking key from St Joseph’s in order to devise school marking key.**