St Andrew’s RC Primary Spelling Programme

Spelling is an integral part of the teaching of literacy, and as such, should be given priority through a whole school approach. To become successful spellers, pupils need to be taught in a fun, motivating manner using a variety of activities. Opportunities for consolidation need to be afforded on a daily basis and should include the promotion of collaborative learning.

An attached copy of our whole school discussion on Spelling Methodology shows how the approach to spelling should be consistent throughout the school.

The teaching of spelling can be broken down into the following key areas:

**Spelling Programme**

Children will work through Spelling Programmes 1 -6. Children will be pre-assessed and

grouped accordingly. Having completed Programmes 1- 6 children will carry out a placement test and work on to the appropriate level on the Nelson Spelling Programme/ Prim Ed Book G.

**Common Words**

The teaching and learning of common words should be given a high priority in all classes. Each stage will be given a key set of words. Previous words should also be revised.

(See Common/Tricky Words Section for individual stages word lists)

**Personal Spelling Words**

It is vital that pupils are given the opportunities to learn the words that they have misspelled in their own writing. The teacher may choose to highlight a few of these words for the pupils to look up in a dictionary and these can be learned. This then becomes a tailor made, individual task which is matched to their needs. However, it is still possible and beneficial to use collaborative activities to support this learning.

After a writing lesson, the class teacher could also note any key words which are appearing as misspelled words from more than one pupil. These words could then become the focus of a direct teaching session during the following week.

As we still wish to encourage pupils to write freely, it is recommended that the writing and spelling connection is made regularly but not through every piece of writing.

**Topic Words**

Children should also be given regular opportunities to create topic based spelling lists. These can then become the focus for class spelling activities during the following weeks.