



SPELLING

POLICY

(This policy supports, and is to be read, in conjunction with the English Policy)

Preamble/Rationale:

All students need to be able to spell correctly so they are able to communicate effectively in the written form. Students need to be provided with systematic and sequential instruction in spelling so they develop positive attitudes to spelling, learn strategies to support their spelling learning and experience success in spelling.

Purpose:

- For students to value spelling as a skill.
- For students to develop confidence in themselves as learners of spelling.
- For students to become proficient spellers who are able to use a range of spelling strategies to help them remember new words.

Implementation:

- Spelling will be taught explicitly using the Craigieburn South School Spelling program.
- Spelling instruction will be sequential and developmental from Prep – 6 as per the Spelling program
- Spelling instruction will focus on letter knowledge, phonological awareness, high frequency words, visual strategy and meaning/word structure strategy.
- Students will be surrounded by a print rich environment with particular focus on high frequency words.
- Weekly spelling words should be developed from structured (class list) words and personal (spelling errors from writing) words.
- Integrated Curriculum vocabulary will be displayed around the room as interest words.
- Structured (class list) word lists are to be consistent from Prep – 6.
- Students should have personal dictionaries that move with them through the school.
- The home/school partnership is of vital importance.

Assessment:

The development and implementation of the spelling program planned under this policy needs to be based on rigorous evaluation of data. Teachers will use the following to record, assess and report on student performance.

- Ongoing evaluation including anecdotal notes and observations
- Samples of work
- Results of spelling tests
- Use of Spelling Analysis Guide
- Words in 10 minutes/Hearing and Recording of Sounds (as developmentally appropriate)
- Peter's Dictation (as developmentally appropriate)
- AIMS (spelling)

This policy was ratified by School Council Meeting in 2008
This policy will be reviewed in 2011