



Spelling

RATIONALE

At Kinross Primary School we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help.

We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators

We aim for our students to be aware of the structures and features of Standard Australian English, allowing them to communicate effectively through their writing. We also endeavour to foster in our students a 'spelling conscience' so they have the desire to spell correctly and take responsibility- valuing spelling as a tool to communicate effectively.

BELIEFS ABOUT SPELLING

- Students learn Spelling in a motivating, challenging and positive environment.
- Students learn in an environment whereby Spelling is valued by the classroom teacher and modelled effectively.
- Students learn in an environment where they are engaged in discussions about Spelling
- Students learn in a print rich environment.
- Students learn in an environment where they are involved frequent opportunities to investigate, analyse and practice words.
- Students learn in an environment where they are given daily opportunities for authentic writing to provide a context for their spelling
- Students to learn in an environment whereby they are exposed to arrange of spelling strategies to spell and learn new words using First Steps (2nd Edition), Sound Waves and Words Their Way strategies.
- Spelling homework is a whole school approach.

WHOLE SCHOOL APPROACH

- Teachers use the West Australian Curriculum to ensure all year level content is addressed in conjunction with First Steps in Writing, the Sound Waves phonemic approach and Words Their Way to plan programs of work.
- All teachers follow the Kinross Primary School lesson design.
- Teachers implement the gradual release model of responsibility in classrooms using the Spelling procedures outlined in First Steps in Writing Resource book.
- All teachers use the Literacy block.

- Spelling must be taught explicitly and systematically. All teachers will pre-test students to identify words the students need to learn.
- All teachers use the Fry high frequency words.
- Spelling strategies are explicitly taught, modelled and applied in a meaningful context to empower students to become autonomous learners.
- Teachers utilise a variety of spelling strategies in their instructional repertoire (e.g sounding out, chunking, using spelling generalisations, using memory aids and visual memory)
- Phonemes and graphemes are introduced through explicit instruction.
- Teachers use strategies from Sound Waves to guide instruction.
- Teachers use additional strategies and activities to meet the needs of their students.
- First Steps spelling strategies should be thoroughly planned and explicitly modelled by the teachers, using a gradual release model of responsibility.
- Differentiated activities are designed to meet the learning needs of the students
- Spelling is taught using a multi-sensory approach that incorporates ICT.
- Students receive targeted, explicit instruction within their determined spelling stage.
- Recognition that some students require ongoing systematic instructions (SAER). To become independent spellers there must be clear and structured spelling routines operating in the classroom eg clear routines should be established for **Collecting** words to learn, **Selecting** and **Transferring** words, **Learning** new words, **Testing** words, **Recording** progress.

ASSESSMENT

- Words Their Way diagnostic test is to be administered at the beginning of Term 1 and 3 to assist with planning and differentiation.
- Year One to Year Two Primary test
- Year Three to Year 4 Elementary test
- Year Five to Year Six Upper Primary test
- Teachers use judgement whether a student should sit the next level spelling test.
- Teachers may administer the spelling test termly (especially relevant in Junior classes) to assist with planning guided groups.
- Teacher testing (weekly), partner testing and self-testing.
- Dictation should also form part of the assessment process (integrate punctuation and grammar)
- Students need to be given the opportunity to study spelling errors identified through assessments.
- Record progress in a visual format.
- Consider end of unit tests, revision and dictation.
- School Curriculum and Standards Authority Assessment principles.

REPORTING

This is done within the English section of the report in the form of an anecdotal comment on the progress in this area.

WORKING COLLABORATIVELY

Teachers work collaboratively across year levels to plan teaching programs to cater for students' skills and concepts to be developed and to ensure they meet the National Literacy requirements.

SCHOOL PRIORITIES

- Work with staff to improve teaching practice in Spelling through Professional Learning, facilitating and on-going support.
- Ensure teachers are familiar with diagnostic assessment tools.
- Provide Professional Learning on strategic instruction.
- Whole school plan to run across all year levels
- Literacy is a priority in the Plan for WA Public School for 2016-2018