Beliefs about spelling

- Spelling is a complex language based skill. It is based on the linguistic foundations of phonology, orthography, semantics and morphology.
- To be a good speller, students must learn how to ‘crack the code’ of the English writing system by mapping spoken phonemes (sounds) onto graphemes (alphabetic principle).
- Spelling is a metalinguistic and metacognitive task, and as such should be taught systematically and cognitively with the ultimate aim of self regulation and automaticity.
- Efficient spelling involves effective integration of oral, visual and motor modalities.
- Instruction should include the teaching of orthographic patterns, use of syllables, Latin and Greek morphemes (roots, prefixes & suffix meaning units) and rules for their combination.

Essential components of spelling programs at Deanmore PS

- Phonemic awareness
- Phonics (44 speech sounds)
- Letter patterns (mapping speech sounds with letter patterns)
- Orthography (visual letter patterns)
- Syllabification (breaking longer words into chunks)
- Morphology (prefixes, suffixes and root words)
- Etymological knowledge (word origins)
- Vocabulary and meaning of words.

Below is a spelling continuum that summarises the changing focus of effective spelling programs as students progress from preliterate to competent spellers.

Spelling Policy 2013
Within the spelling program provision should be made for:

- **Daily Writing** - Students should have the opportunity to write every day and should be encouraged to explore a variety of spelling strategies as they write and to use conventional spelling in published versions of their work.

- **Opportunities to practise writing list words in activities such as whole class dictation.**

- **Personal word lists’** - Students should be encouraged to create their own lists of interesting or useful words as well as lists of sight words.

- **Topic or theme lists’** - individual students, groups or whole class lists can be collected on particular topics or themes.

- **Use of authoritative sources** - students should be encouraged to consult with other more competent spellers and to use sources such as dictionaries and thesauruses.

- **proof-reading skills** - students need to be taught a variety of strategies of the proof-reading of their own and others writing.

**Monitoring and Evaluation**

Whole school monitoring and evaluation of students spelling will be conducted annually using the following assessment tools:

- Kindergarten semester 2- Rainbow Assessment Tool (Phonological Awareness)
- Pre-Primary- Rainbow Assessment Tool for Students at risk
- Year 1-7- Single Word Spelling Test (term 2)
- Words their Way diagnostic assessment tool for students identified at risk 1-7
- Year 3,5,7- NAPLAN term 2