

Deanmore Primary School Spelling Policy



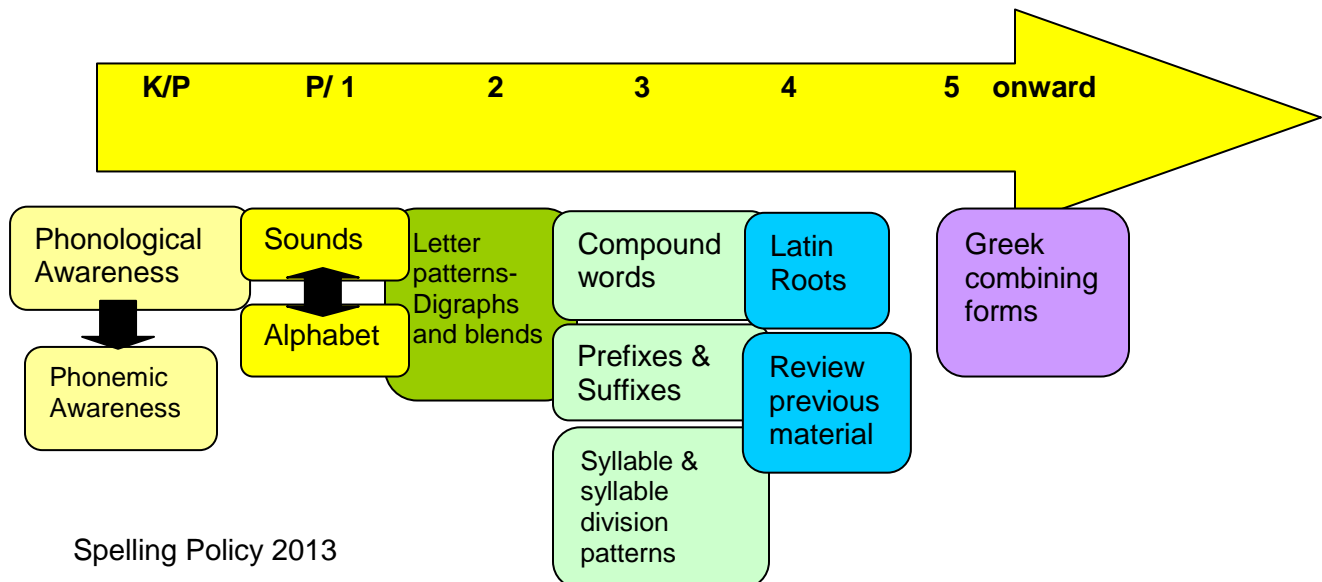
Beliefs about spelling

- 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.



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