

Spelling Policy

Scoil Bhréanainn



Rationale

At Scoil Bhréanainn 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 efficient spelling strategies. By providing pupils with a range of strategies, we equip them with the independence to attempt spellings before asking for adult help. We particularly want the pupils 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.

Aims and Objectives

By adopting a consistent approach to the teaching of spelling we aim for the pupils to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach pupils to use a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable pupils to write independently
- Enhance proof reading and editing skills
- Encourage pupils to identify patterns in words and spellings.
- Promote a positive and confident attitude towards spelling
- Help pupils to use a range of dictionaries and spell checks effectively.
- Help pupils recognise that spelling is a lifelong skill
- Provide equal opportunities for all pupils to achieve success in spelling

Junior & Senior Infants

In Scoil Bhréanainn, we recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly.

Pupils in junior & senior infants engage in pre-spelling activities through phonological awareness and word families. Phonological awareness is developed through:

- Syllabic awareness - syllabic blending, syllable segmentation, syllable counting, syllable isolation.
- Nursery rhymes and rhyming poems, detecting rhymes in stories, rhyme judgement, rhyme generation
- Jolly phonics & Sounds Like Phonics is now being followed by junior & senior infants
- Informal auditory blending
- Phoneme deletion (e.g. say gone without 'g')
- Phoneme isolation (being able to break up stamp into S T A M P)
- Phoneme substitution (changing first letter/middle vowel/final letter to make new word)
- Phoneme transposition (swapping first to final: tap to pat)
- Senior infants use Spellbound to build on spelling skills and word pattern recognition

Spelling Strategies

The teaching and learning of phonics and the correspondence between letters and their sounds underpins all of the spelling strategies taught across the school. We endeavour to teach pupils a range of spelling strategies in order to appeal to a variety of learning styles. These include:

- Look, Trace, Say, Cover, Write, Check
- Identify weekly patterns in words
- Identifying syllables in words in order to break words into smaller parts
- Identifying base words e.g. smile- smiling- smiled
- Analogy- Using words already known to help spell new words e.g. could, would, should.
- Mnemonics - making up sentences to help remember the spelling of a word.
- Finding words within words
- Identifying vowels
- Pyramid words
- Identifying synonyms/antonyms
- Using weekly spelling in creating short stories

- Given various strategies, the children are encouraged to come up with different variations of skills taught
- Using word banks and dictionaries
- Learning different spelling patterns and investigating new spelling rules.
- The use of ICT resources

At Scoil Bhréanainn, we understand that pupils have different learning needs; therefore throughout the school pupils will be offered a wide range of spelling activities to provide a stimulus for all learning styles. They may take the form of:

- Paired, individual, small group or whole class teaching
- Break and builds
- Dictionary and thesaurus activities
- Writing experiences through play.
- Word games, word searches, crosswords, puzzles
- Specific homework activities, my Spelling Workbook/Spellbound
- Investigative work
- Editing and re-drafting work
- Creating word banks linked to topic work or high frequency words
- Word play activities – Mind Mapping
- Action rhymes and songs
- Creative work
- Games

Handwriting and Spelling

Links between handwriting, phonics and spelling are also important. The regular practice of letter patterns and the copying of high frequency words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt, the pupils will develop a good motor memory which will aid independent writing and spelling.

Home/ School links

Pupils will be sent home spellings to learn. Scoil Bhréanainn recognises that parents have an active part to play in all aspects of their children's learning.

SEN

It is important that pupils learn at their own pace. Some pupils will continue to find these spelling strategies difficult to use effectively and will need additional support beyond differentiated classroom activities. Intervention programmes, such as Toe by Toe or Snip may

also be put in place to support spelling. The Special Education Teacher may perform additional assessments in order to identify specific spelling weaknesses. Where necessary, Individual Learning Plans will include targets relating to spelling in order to help these children progress further. A reduced number of spellings will be assigned for some pupils, when needed, so that pupils experience success in their learning. Some pupils also benefit from pre-teaching or second chance learning in this area.

Assessment

Weekly spellings will be sent home to learn and will be checked each week in class. Teachers will feed back to the children through regular written or verbal comments and individual targets may be given when appropriate.

Roles and responsibilities

This policy has been developed through consultation with staff. Staff will identify areas for development, resource needs and moderate standards across the school.

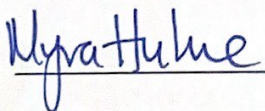
Monitoring and Evaluation

The class teachers have a key role in monitoring and evaluating the teaching and learning taking place in their class.

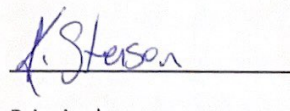
Ratification

This policy was reviewed and ratified by the Board of Management at a meeting on 19th March 2024.

Signed:



Chairperson



Principal