



## Spelling Policy

**K-1: Letters and Sounds:** The Education Department has mandated (in Focus 2016) that all students in the early years (K-2) take part in a synthetic phonics programme. **Letters and Sounds** is based on synthetic phonics and consists of 6 phases. This school will implement as follows (draft form for 2016, to be reviewed.)

K: Phase 1

PP Phase: 2 & 3a

**Year 1:** testing and differentiation as needed. Students are streamed according to ability.

**Year 2-** through testing and information passed from Year 1, students who have not completed Phase 5 (and are shown to need the content) take part in this programme. Other students move onto **Words Their Way** and journals.

Beyond Year 2: **Letters and Sounds** may be used for remediation purposes with a TALA.

**2-6: Words Their Way** is a developmental approach to spelling and word study. It is an active approach that involves the exploration of words in terms of their phonology (sound,) orthography (spelling patterns) and morphology (meaning.) Students engage in comparing and contrasting words in respect to these contexts.

**Words Their Way** has been chosen as the basis of this school's programme (2-6) as it fits within an eclectic approach, can be used alongside the Western Australian Curriculum and fulfils the following requirements of best practice:

- It allows for differentiation of the curriculum (it is developmental)
- It allows for collaboration (both between teachers and students )
- It engages students in active learning (constructing knowledge)
- It covers all aspects of word study
- It allows teachers some flexibility to put their own stamp on spelling within a basic developmental framework.

### Essential elements of WTW:

- All students are tested to ascertain their developmental level. The tests are contained on the disc. Teachers will need to make an on- balance judgement to the validity of the test and take into account the child's everyday spelling as well.
- Children are grouped according to their level and given instruction at that level. In other words, each class will probably need to have at least 3 groups, or children could work with partners.
- Children engage in word sorts and other activities at their developmental level.

### **Additional Spelling Instruction**

- From Year 1 all children are taught the spelling strategies using a **spelling journal approach** (see First Steps Writing Resource book)
- Journal work should be used initially to ensure the accurate spelling of high frequency words, then personal words from writing and any other words deemed necessary. This should not be onerous and should complement WTW.
- The school has a Spelling Rules scope and sequence programme to be taught explicitly: this covers phonology, orthography and morphology and has been linked to the WA Curriculum.
- The Australian Curriculum requires that students are taught spelling orthography and morphology, and a range of spelling strategies -please take note of the requirements for your year level.

### **What could be done to individualise learning:**

- Activities can be placed in learning centres.
- Children can work through a contract.
- WTW games.
- Online sorts and games.
- Word Hunts, walk the room.
- Journal activities
- See First Steps Writing Resource book for further activities.
- Editing and checking skills need to be taught through the Gradual Release Model.

### **Spelling should not be:**

- Rote learning of lists of words.
- Busy work- journal activities in particular should not be done without a clear focus.

### **Assessment of Spelling:**

**Spelling:** needs to be assessed to provide information for formative and summative reporting. Ultimately it needs to be assessed within writing; a student who gets good test scores but is not applying it within writing cannot be seen as a good speller.

- Letters and Sounds Assessments
- Words Their Ways Inventories
- See School Audit for yearly spelling tests.
- NAPLAN 3&5

### **Resources:**

**Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction** by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston.

#### **Letters and Sounds**

<http://www.literacyconnections.com/wordstheirway.php>

<http://www.eduplace.com/kids/sv/books/content/wordsort/>

Word Sort Books- available in library.

Resources files in each collaborative room and/or library.

First Steps Writing Resource Book.