



Bletchley Park
P R I M A R Y

Spelling Policy

Effective: 22 August 2019

Version: 1.1

Review Date: 22 August 2020



Spelling at Bletchley Park Primary School will be taught in line with our operational plans.

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:

K: Phase 1

PP: Phase - 2 & 3a

Year 1: Letters and Sounds

Year 2: Letters and Sounds

Year 3: Letters and Sounds/Sound Waves

Year 4: Sound Waves

Year 5: Sound Waves

Year 6: Sound Waves

Sound Waves:

Systematic synthetic phonics is the explicit teaching of how speech sounds (phonemes) are represented by letters (graphemes). Instruction focuses on developing students' ability to segment words into sounds and synthesise, or blend, sounds from words. Lessons are systematically sequenced so that students' progress from learning simple, broadly applicable sound-letter relationships to those that are more complex than usual. In the early years, lessons also incorporate the use of decodable texts to teach reading.

Sound Waves encourages students to learn to spell using the four areas of spelling knowledge.

- Phonological – using sound-letter relationships
- Visual – using memory of the visual features of a word
- Morphological – using parts of words to build word families
- Etymological – using word origins and derivations



Additional Spelling Instruction

- From Year 1 all children are taught the spelling strategies using a **spelling journal approach** used for words spelt incorrectly in independent writing tasks. Students will have different words in their journals. (see First Steps Writing Resource book).
- 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 Western 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.
- Online games.
- Word Hunts, walk the room.
- See First Steps Writing Resource book for further activities.
- Editing and checking skills need to be taught through the Gradual Release Model.
- MiniLit P-2
- MacLit 3-6

Spelling should not be:

- Rote learning of lists of words.

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
- Sound Waves Assessments
- MiniLit P-2 Assessments
- MacLit 3-6 Assessments
- See School Audit for yearly spelling tests. SWST
- NAPLAN 3&5

Resources:

Letters and Sounds Handbook

Sound Waves

Resources files in each collaborative room and/or library.

First Steps Writing Resource Book.

