



Cherry Tree
EDUCATION

CHERRY TREE SCHOOL SPELLING AND HANDWRITING POLICY

DATE AGREED / REVIEWED: SEPTEMBER 2017, SEPTEMBER 2018, SEPTEMBER 2019, SEPTEMBER 2020, SEPTEMBER 2021, SEPTEMBER 2022, SEPTEMBER 2023, SEPTEMBER 2024, SEPTEMBER 2025

DATE OF NEXT REVIEW: SEPTEMBER 2026

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL ADHERE TO ITS CONTENTS.

Cherry Tree Spelling and Handwriting Policy

Introduction

At Cherry Tree Education we believe that good spelling and handwriting is an essential skill which will allow our pupils to communicate their understanding in all curriculum subjects. To enable pupils to develop into effective and confident writers they need to develop and use a range of effective spelling and handwriting strategies. By providing our pupils with a range of strategies we equip them with the independence to attempt spellings and writing with fluidity by themselves and with the support of an adult.

We particularly want our pupils to develop the skills and confidence to spell more challenging words. In allowing them opportunities to develop the use of phonics, we are enabling them to develop into learners able to progress into independent pupils ready for further education at age 16 and further into their adult lives.

Aims and Objectives

By adopting a consistent and supportive approach to the teaching of spelling and handwriting we aim for our pupils to develop confidence, accuracy, fluid handwriting and to find pleasure in doing so. Our aims are to:

- Develop and teach our pupils to use a range of effective spelling strategies.
- Encourage creativity and the use of more ambitious vocabulary in their writing.
- Enable our pupils to write independently.
- Encourage the use of phonics to develop a solid understanding of how words are formed.
- Encourage our pupils to identify patterns in words and spellings.
- Promote a positive and confident attitude towards spelling and handwriting.
- Promote a stimulating and enjoyable approach to spelling and handwriting.
- Support our pupils to use a range of dictionaries effectively.
- Facilitate our pupils to recognise that spelling is a lifelong skill.
- Promote and encourage spelling practice at home.
- Provide our pupils with bespoke resources suitable to each of our pupils' needs.
- Provide equal opportunities for all pupils to achieve success in spelling and handwriting.
- Encourage pupils to view all work as handwriting practice and to take pride in their written work.

- Provide a friendly approach to parents and carers to ask for information to support with pupil spelling and handwriting practice.
- Encourage parents and carers to become part of the Cherry Tree Education community.

Approaches to Teaching and learning

The use of phonics is incorporated into English lessons. Spelling is taught based upon the National Curriculum and Functional Skills framework. Our pupils are supported to practice pen grip and control to allow them to build their handwriting skills.

Spelling Strategies

Phonics, the correspondence between letters and their sounds as well as whole word recognition are the primary spelling strategies taught across Cherry Tree. We endeavour to teach the pupils a range of spelling strategies to appeal to a variety of individual learning styles. These include:

- The L.S.C.S.W.C strategy (look, say, cover, say again, write and check)
- Identifying syllables in words to break words into smaller parts
- Identifying base words e.g. smile- smiling- smiled
- Analogy- Using words already known to help recognise patterns and to spell new words e.g. could, would, should.
- Mnemonics - making up sentences or poems to help remember the spelling of a word e.g. TOMORROW: Trails Of My Old Red Rose Over Window.
- Finding words within words e.g. fear- ear.
- Using word banks, dictionaries and thesauruses.
- Learning different spelling patterns and investigating new spelling rules.
- Linking handwriting, spelling and phonics, to develop a visual memory to aid spelling.
- The use of ICT resources, such as spelling apps and videos.
- Using physical resources such as magnetic letters, cutting letter shapes, tracing, and playdough to form the letters.
- Creating a 'tricky words / new words list' on their laptops which will consist of words that they have found whilst reading.

At Cherry Tree we understand that children have different learning needs, therefore throughout the school our 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, or small group teaching.
- Whiteboard work.
- Dictionary and thesaurus activities.
- Audio visual activities (Video, DVD, On-line)
- Writing experiences through drama.
- Word games, word searches, crosswords, puzzles.
- Specific homework activities.
- Editing and re-drafting work.
- Creating word banks linked to topic work or high frequency words.
- Action rhymes and songs.
- Craft activities.

Handwriting and Spelling

Links between handwriting, phonics and spelling are fundamental to our teaching. 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 in letters and sounds, our pupils will develop a good motor memory which will aid independent writing and spelling. Pupils practice their handwriting in their English books and on specifically designed handwriting sheets. The exercises and teaching of handwriting may take the form of:

- Editing and rewriting tasks in English exercise books.
- Checking and self or peer-assessing written work.
- Lessons that dedicate time and support to develop letter formation.
- Bespoke resources for individual learning styles to develop handwriting.
- The use of creative resources to develop handwriting.

Resources

To enable our pupils to develop the range of strategies taught, classrooms will be well equipped to support the different activities and learning styles. Resources may include:

- Whiteboard and pens, laptops, iPads, digital spelling games, magnetic letters, word banks (including cross curricular words as well as high frequency words), word cards, thesauruses, dictionaries, picture dictionaries, wall charts and crafts.

Key words

In line with the National Curriculum, it is expected that pupils should be able to read, spell and write the first 300 and beyond (where applicable) high frequency words. These will be taken from the National Curriculum and Functional Skills Framework. All pupils are encouraged to check their own work and identify words spelled incorrectly

and time is given for this to take place daily. These strategies are in line with our assessment policy and help our pupils in taking responsibility for their own learning. In other lessons, the tutor may provide a 'key words' list which give pupils the opportunity to read and write down words which are specific to that topic. For example, in Science the pupils may write down species or cells and this will assist with their understanding and spelling of that word.

Marking

Pupils' work is sensitively marked to enable all aspects of their writing to be assessed in line with our marking policy. Particularly the use of interesting vocabulary that they may not necessarily have spelled correctly but have attempted. Wherever possible, spelling errors are tackled with pupils present. Our teachers highlight misspelled words and correct these in the margins or above the word where appropriate.

Assessment

Regular monitoring and work scrutiny will take place by teachers and SLT in all key stages. Weekly spelling checks take place in English lessons each week. Teachers will feed back to the children through regular written or verbal comments and individual targets may be given when appropriate. All our pupils will be tested with links to High Frequency Words, National Curriculum and Functional Skills spelling lists.

The pupils' spelling age levels are assessed every three terms. Their spelling age and level of study (Entry Level 1 to Level 2) will determine which spelling pack pupils are to use and study each week in English lessons.

Monitoring and Evaluation

The monitoring and evaluation of the achievements made in this area of the curriculum is carried out by the Headteacher and English lead. A range of strategies are used to assess the qualities of achievements. The English lead will regularly review the spelling arrangements and will work with the Headteacher to evaluate any relevant areas of the School Development Plan when appropriate. The lead will also liaise with other teachers and the management committee. The lead will attend meetings where required to keep the Management committee members informed and updated.

**This policy will be reviewed at least annually by the Headteacher
and or the Management Committee**