

Wagga Wagga Public School

K-6 SPELLING POLICY

SPELLING RATIONALE:

Learning to spell is closely linked to learning to read and write. Learning about spelling reinforces knowledge about common letter sequences and about spelling-sound relationships. Good spelling involved flexible and strategic problem-solving behaviour. It is important that students are aware of the variety of strategies that can be used to spell words. They should be aware that, because of the peculiarities of the English spelling system, some strategies work better for some words than others.

Early spelling is usually characterised by phonetic approximations, but later spelling becomes orthographic as the speller learns about common letter sequences, phonic generalisations, word origins and rules used in English orthography.

CONTENT OVERVIEW

At Wagga Wagga Public School all teachers will programme sequentially to teach the Staged Content as outlined in the following grid.

Early Stage 1	1 year
Stage 1	2 years
Stage 2	2 years
Stage 3	2 years

Therefore the content of the high frequency words is a minimum for the average cohort. Naturally children will be extended or remediated according to their ability.

* An expectation is that 5 spelling lessons will be taught per week, covering the 5 areas: high frequency words, phonemic awareness, graphophonic knowledge and spelling rules/reference to authoritative sources.

* Four programming proformas have been included to ensure you cover the above areas. Whilst not mandatory, any proforma you may choose to use must cover these 5 areas.

Teachers may choose which spelling programme they wish to use provided it is with their supervisor's approval as having met the above requirements.

ASSESSMENT

Assessment will cover 3 main areas:

1. All children will complete a standardised spelling test once a year. PROTOS for Years 3 -6 and SA Reading Test for K-2.
2. Weekly spelling list tests will be conducted.
3. Samples of students writing collected twice each term.