

## **SPELLING POLICY AND ACTION PLAN**

In an effort to expand and improve our learners' internal dictionary, our school has developed a whole-school action plan for teaching spelling. This entails the teaching of new words, their meanings, and how to use them in various contexts.

### **MECHANISM OF ACTION FOR NORTHBURY BRITISH SCHOOL'S WHOLE-SCHOOL SPELLING INITIATIVE**

#### **Clear Goals, Objectives, and Targets:**

- I. All learners must demonstrate mastery of their weekly spelling word targets.
- II. Learners with additional needs, who may perform below the expected level, will receive individualized targets until they master the words.
- III. Learners who exceed their weekly spelling targets will be assigned additional tasks for reinforcement.

#### **Assessment and Progress Monitoring:**

- I. The Head of Early Years (HOE) and the Head of Primary (HOP) will visit or observe classes to track and monitor spelling progress.
- II. Classroom observation reports will be shared with the respective class teachers for improvement actions.

#### **Weekly Assessment:**

- I. The Head of Early Years (HOE) and the Head of Primary (HOP) will ensure full compliance with weekly spelling assessments in all classes every Friday.
- II. Learners who do not perform well in the weekly test will receive reinforcement tasks to complete over the weekend.

#### **Cross-Curricular Links:**

- I. New words and vocabulary from all subjects will be introduced to learners during lessons.
- II. Teachers should ensure that all new words are prominently displayed on the board and in the learners' notes.

#### **Weekly Spelling Words:**

- I. Each class will have a dedicated mini spelling word display board for learners to view and recognize the spelling words for the week.

#### **Inter-Class Spelling Bee Competition:**

- I. We will organize an inter-class spelling bee competition, with special storybooks and trophies awarded to the winning class.
- II. Pictures of weekly bee winners from different classes will be showcased on the School Wall of Fame.

#### **Professional Development:**

- I. Professional development courses in Jolly Phonics will be provided to support all teachers in spelling and reading instruction.
- II. Special workshops for parents will also be organized to enhance their ability to support their children's literacy development at home.

#### **Online Feedback Forms:**

- I. We will create and share online feedback forms with the school community, including parents, guardians, and teachers.

- II. This will aid us in making informed decisions about the progress of our whole-school reading and spelling program.

**Efficient Vocabulary:**

- i. The meaning of spelling words and the context in which they are used will be shared with the learners.
- ii. Learners will be encouraged to use the words in making their own sentences as part of their Pop-up Test on Friday.

**Age-Appropriate Storybooks:**

- i. To encourage independent and guided reading, age-appropriate storybooks will be made available for all classes, promoting reading across different year group bands.

**Follow-up Kahoot and Quizzes:**

- i. Teachers will create and share Kahoot quizzes and other online games with parents via the Year group WhatsApp platform to maintain engagement and learning continuity.
- ii. By implementing these initiatives, we aim to enhance spelling and reading skills while fostering a supportive learning environment at Northbury British School.

**Recommendations:**

- i. Provision of a well-stocked library so that learners can have access to reading materials such as storybooks.
- ii. All teachers should be enrolled for Jolly Phonics training - Whole School approach.
- iii. Incentives and rewards should be given to teachers with a record of about 70% improvement in their learners' spelling targets.
- iv. Jolly Phonics training should be organized for parents and guardians.

<b>What teachers should do</b>	
Administration of daily morning and after-school drills across different year groups.	
Assignment of daily spelling homework in this order	
Monday	Copy down spelling words
Tuesday	Write the meaning of four (4) words using a dictionary
Wednesday	Make sentences with the four words
Thursday	Unscramble 4 words or text
Friday	Assign a weekly spelling task from the learner's textbook
Learners performing below the expected level should be forwarded to the Head of Early Years (HOE) and the Head of Primary (HOP) so that appropriate intervention can be planned for such students	
Spelling books should be handed in to Ms. Jamila for vetting	
Interclass spelling competition should be organized (Half-term and end of term)	
Students who perform exceptionally well will be recognized on the wall of fame and appropriate book stickers should be pasted onto their spelling books	