Purpose:
Effective written communication requires the consistent and accurate use of spelling and grammar.
The ability to spell correctly and quickly, allows people to express themselves with confidence and purpose when conveying information, knowledge and beliefs about the world. It is an expectation of our society that people spell correctly in all written communications.

Students from Prep to Year 6 at Jells Park Primary school will be actively involved in the systematic study and practice of spelling and grammar.

Guidelines:
- To develop student’s ability to write effectively and independently with confidence, purpose and enjoyment.
- To develop the ability to automatically apply appropriate spelling strategies and grammatical structure when recording and editing writing.
- To provide continuity in the teaching and learning of spelling across the school.

Implementation:
1. The JPPS Spelling Continuum will be used as the scope and sequence progression from Prep to Year 6.
2. All students will participate in systematic classroom spelling, word study, and spelling and grammar rules lessons, as part of the regular literacy program.
3. Students will learn and accurately apply the Jells Park Spelling Steps Words, adapted from the Oxford University Press Most Commonly Used Writers’ Word List. This will begin in Prep and continue until Year 2 and beyond.
4. Phonics and phonetic blends will be taught developmentally from Prep to Year 3 and beyond (See attached Spelling Continuum).
5. Spelling rules will be taught developmentally from Year 1 to Year 6 (See attached Spelling Continuum).
6. Grammar and vocabulary will be taught developmentally from Prep to Year 6 (See attached Spelling Continuum).
7. Spelling will form part of the homework requirement, as well as a focus in classroom learning.
8. Students will display a consistently accurate response to spelling their particular list words in daily writing activities, as well as in various assessment tasks over an extended duration.
9. Teacher produced tests and anecdotal notes of observations of correct use of spelling during classroom writing tasks, will be used to assess students’ spelling progress during the year. Teacher produced tests will be administered as required and at the end of each term.
10. The data from assessment will be recorded centrally on the school’s internal computer network.
11. Assessment data will be used to inform the planning and delivery of the classroom spelling program to cater for the requirements of all students, including the least and most able spellers.
12. Targeted students will participate in Individual Learning Programs, planned to improve their basic ability or to further extend their advanced knowledge.
13. Hard-copy and electronic dictionaries and thesauruses will be used to extend research skills when proof-reading and editing.
14. The progressive development of independence will be emphasised.

Evaluation:
- This Policy and the related JPPS Spelling Continuum will be reviewed and modified as necessary.

This Policy is to be read in conjunction with the English Language Policy 2011.