



## Spelling

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## Aims of Spelling Teaching at Loscoe C of E Primary School

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. When spelling, our pupils:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- write with confidence and creativity, while developing the skills to self-edit, correct and improve
- be imaginative, creative and challenge themselves

### **Approaches to spelling**

#### EYFS and Year 1

In EYFS and Year 1 and our pupils follow a high-quality, systematic programme of phonics teaching following RWI teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

From Year 2 onwards, pupils are taught the age related spelling content using RWI spelling. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

#### Organisation of RWI Spelling:

- In Year 2, pupils participate in five spelling sessions per week
- In KS2, pupils participate in five spellings sessions across two weeks

Our pupils are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, cross curricular word banks and discussions during literacy.

Weekly spelling lessons will follow the RWI spelling scheme. Rules and/or patterns will be explicitly taught in lesson 1 of the week and opportunities to follow up and practise the

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patterns taught through dots and dashes, word changers, choose the right word, four in a row, dictation as well as teachers own planned activities will form the basis of the additional three lessons. The use of other resources will be used to aid consolidation of taught spelling patterns.

Lessons are recorded in RWI work books and spelling records. Children may use the back of their English or handwriting book to practise spellings. Spelling lessons are timetabled explicitly as 'Spelling' and lasts between 15-20 minutes.

### Approaches to Teaching Spelling

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the *learning* of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

Our pupils use a Spelling Journal which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with their parents.

### Applying the Learning

We teach our pupils a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go'
- Personal spelling journal
- Dictionaries

### Marking and Feedback

In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings of high frequency words are identified. When returning to look at feedback, our pupils are asked to practise each correct spelling three times. Class teachers ensure that common misspellings from a prior year group are revisited and learned with utmost urgency when misconceptions are identified.

### Assessment

The assessment of spelling is in line with the school's Assessment Policy.

In addition to classroom practise, we use the half-termly RWI spelling tests, and an end-of-year test, published by Rising Stars to support our teacher assessments in Grammar, Punctuation and Spelling.

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### Inclusion and SEND

All of our pupils are provided with equal access to our English Spelling Curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up. Supporting aids such as word banks and sound charts will be available for children with SEND,

### Parental Involvement

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our pupils are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our annual Key Stage meetings and through parental workshops.

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