



Spelling approach at Burton Joyce Primary School



FS/KS1

FS/KS1 pupils access daily phonics/reading lessons every morning for 40 mins using the Read Write Inc phonics scheme. Throughout the teaching of this scheme each week pupils are provided with weekly spellings linked directly to that week's teaching. Pupils are then tested at the end of the week. Throughout independent work pupils' misconceptions with previously taught phonemes are addressed.
(See separate phonics document)

KS2

In KS2 spelling is taught through the Spelling Shed scheme which provides deep knowledge of spelling conventions (patterns and rules) with multiple strategies to support learning. Spelling is also practised through handwriting sessions, rules discussed where relevant during English and reading lessons. In other subject areas spelling is also directly taught when looking at subject specific language for example.

When?

Lessons take place 3 times a week for 15 mins and at the end of each week pupils have a weekly assessment linked to the rule taught that week, together with challenge words that haven't been previously provided to the children but do use the same spelling rule/pattern.

How?

In order to reduce cognitive load each week pupils experience the same teaching methods, therefore are able to focus on the new spelling rules rather than how to do it. The weekly sequence begins with direct teaching, moving onto paired work then independent application.

- Pupils start the week with a revisit of the previous weeks rule then moves onto an introduction to the new spelling rule and are given clear definitions of the words as well as an explanation of how the words are linked.
- They will then examine aspects such as the number of syllables, tricky sounds and the morphology of the words. This links closely with the pupils previous phonics learning using identical strategies.
- Pupils then independently apply the words in to sentences and use the Spelling Shed online games.

Pedagogy

With the delivery of our spelling sessions staff aim to provide direct instruction when introducing new words and provide clear, accessible definitions. Use of visual resources to model how words can be segmented and graphics to support visualisation of particular words support pupils to understand the words being taught.

Lesson Sequence

The lesson sequence is planned to systematically build upon acquired knowledge, therefore teachers start with Lesson 1 in their stage and move through the lessons in the order that they are presented. The only exception to this is Stage 6 where the first 10 lessons are based on challenge words so that statutory words can be learned prior to any statutory assessments. There is a progressive sequence of content to allow pupils to link their learning (see MTP)

Activity types

Pupils access a range of paired and independent activities such as sorting words, syllable maps (orthographic mapping), segmenting words, sound buttons, cloze sentences. As well as accessing the online spelling games through Spelling Shed subscription.

Orthography

Pupils continue to build on the firm foundations built whilst studying phonics in their early years of education. They will continue to break down spellings into the smallest units of sound and cluster them into syllables in order to read and write words efficiently. Through adult-led discussion and investigation children will become more secure in their knowledge of English orthography based on the frequency and position of the sounds within words.

Etymology

Pupils look at the etymology of words as part of the introduction to new spellings. Understanding word parts help children to spot patterns which are helpful when spelling.

Morphology

Morphology is the study of words and their parts. In terms of their architecture, words can be placed into two distinct categories. Words such as 'car', 'skill' and 'pen' seem to exist in whole forms. The word as a whole holds the full meaning. The second category of words, such as 'walking', 'inconceivable' and 'disagreement', can be split into a number of sections with each section holding a portion of the whole meaning. Pupils have access to an activity where they can see how words can be broken down.

SEND

SEND pupils dependent on their needs may have bespoke spellings, have a reduced number of words that are sent home or may still be working within the phonics scheme.

Assessment

Pupils are assessed weekly on their application of the spelling rule taught. Pupils are not tested on all words sent home, just a selection and then 'challenge' words are included to ensure application of the rule rather than just learning a set of words. Through these weekly assessments application is also identified in pupils independent writing in other lessons, if a particular rule appears weaker than another this is picked up in challenge weeks (see below).

KS2 pupils are also tested each term using summative assessments, results are recorded and compared. Analysis of these tests enable staff to identify rules that may need to be revised.

Challenge Weeks

Challenge weeks are lists of words made up from the statutory word lists found in the National Curriculum English Programme of Study Spelling Appendix 2. These lists appear throughout the scheme every 6 weeks. Challenge Weeks offer an opportunity for children to put their learning into practise on words which may have unfamiliar or unusual spelling patterns. This also provides opportunities for pupils to revisit and retrieve previously taught rules.