



Spelling: Intent, implementation and impact

Intent

To ensure all children are provided with the skills they need to become competent spellers, whose knowledge builds year on year. Being a competent speller means being alert to spelling and drawing on phonics skills as well as exploring spelling patterns and word meanings to spell successfully. At Connor Downs Academy we understand that for many children, spelling needs to be '*taught not caught*'. Children should be able to apply these skills in their independent writing, for this is their ultimate purpose.

Implementation: Our approach

In Reception and Year 1, children develop their spelling skills through our systematic, synthetic phonics scheme, Little Wandle. Children practise during their daily phonics lesson, although this is enriched through free play activities, through sharing rich and engaging texts and interacting with adults. Parents and carers are supported to help their children through workshops. As part of the Little Wandle Scheme, children in Year 1 practise specific spellings each week, which are shared with families.



After children complete our synthetic phonics programme, they will work towards mastery of the year group objectives for spelling. In Year 2, children continue to have daily phonics lessons focusing on spelling strategies and the 100 common exception words.

In Key Stage 2, we use the resource *Spelling Shed* which maps out the spellings taught in each year group and offers a common approach for each unit and across year groups. It includes the high frequency words and the statutory words for Y3-6.



Through this scheme, in spelling lessons, students continue to build on the firm foundations built whilst studying phonics in Reception and Key Stage 2. They will continue to break spellings down into the smallest units of sound and cluster them into syllables in order to read and write words efficiently (orthography). Children will also study words; word parts; their meanings and how this affects spelling (morphology). Their knowledge of common morphemes such as root formations, prefixes and suffixes is consolidated across the programme. This is in line with recent EEF research and the National Curriculum.

Most lessons include an etymology element, allowing children to learn about the origin of words. For example, the Latin verbs: -act (do), -pute (think) or -opt (choose).

As well the 'Spelling Shed' spelling programme, teachers use their formative assessment of pupils to revise previously years spelling patterns, learn technical vocabulary appropriate to class topics and practise high frequency words.

Children may use a Look, Say, Cover, Write, Check sheet to practise spellings for homework and in class. Most children will work on 10 spellings a week. Class teachers decide appropriate differentiation here.

Spelling is practised every day during English lessons, however, good spelling skills are threaded through the school day, including during topic lessons or in conversations with adults.

Autumn Term Y6 Week 3 Look Say Cover Write Check- You will be tested on these on Friday

	Friday	Saturday	Sunday	Monday	
Incredibly					
Terribly					
Visibly					
Forcibly					
Responsibly					
Agreeably					
Respectably					
Preferably					
Desperate (Y5/6 word)					
Disastrous (Y5/6 word)					
Total					

Other engaging, multi-sensory games and activities make learning spellings memorable and meaningful.

- Children have opportunities to repeatedly read specific words so they can become familiar with them. They will also learn definitions of words.
- Children may complete investigations into other words with a particular spelling pattern- this is a key part of KS1 phonics but maintains a high challenge level into KS2 as the words children are identifying are longer and more sophisticated in meaning. For example, when exploring 'gu' words- guardian, and guest are simpler to identify than figure, fatigue and disguise.
- We teach strategies to good spelling, including over-pronouncing words in the way you spell them- 'wed-nes-day'.
- We teach children obvious patterns (For example: in English many words end in y, we rarely have consonant clashes like 'rj' next to each other, that all words have a vowel and every syllable in every word has a vowel sound.
- We teach mnemonics to remember spellings, such as 'necessary- never eat cress, eat salad sandwiches and remain young' and other memorable phrases such as accident- 'car crash' (double c) or 'separate' has a rat in it.
- We draw attention to the tricky parts of words rather than simply considering if a word is spelled correctly- generally these are the vowel sounds or double consonants.
- We use dictation activities, spotting correct spellings, spelling a word as many times as possible in 30 seconds and using different media for mark making such as chalk on the playground, typing on a paper keyboard, air writing, scrabble tiles, pebbles or sand.
- During independent writing activities, children are encouraged to analyse their spellings. If they appear incorrect, they should notice this and made edits using word lists, dictionaries or help from a peer or teacher. In marking, incorrect spellings are noted with 'sp' in the margin. Children have an opportunity to practise these during their 'red response' time. Commonly misspelt words across a class may be picked up and practised together.
- Copies of statutory spellings are available in class for children to refer to.

Impact

Regular and low-stakes retrieval practise is used throughout the year. This includes revisiting previously taught spellings and high frequency words. The children are encouraged to see this as a chance to practise and improve so they become accurate speller who can recall correct spelling patterns/words in a timely manner during independent writing. After the spelling test, children are given time to practise spellings that were incorrect.

We maintain a high expectation for all children to know the spelling patterns in their current year group and organise intervention for children in need to support.