

At Finham Primary School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing.

Aims of Spelling Teaching at Finham Primary School:

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 the Letters and Sounds (DfE 2007) teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We use real books to teach reading and children are guided towards books that help them to practise particular blends and sounds.

We encourage all of our pupils to apply their phonic knowledge when spelling.

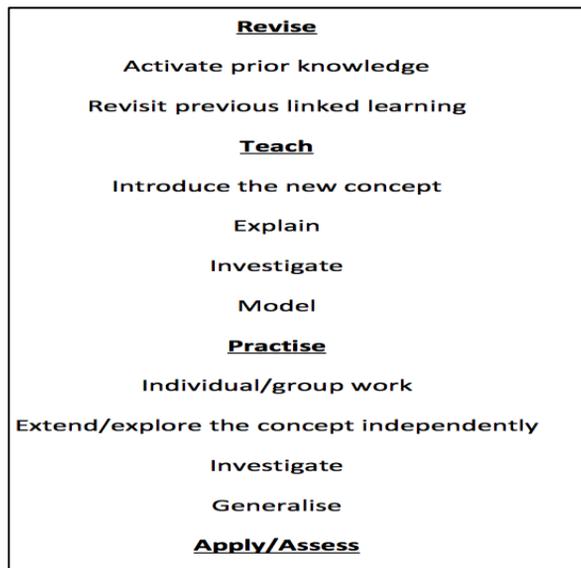
By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention. The National Curriculum spelling objectives for Year 2 work in line with Phase 6 of Letters and Sounds.

From Year 2 onwards, pupils are taught the age related spelling content for meeting the requirements of the 2014 National Curriculum.

☑ 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 reading lessons and through shared and modelled writing. When teaching spellings, we follow the following structure:



Strategies for Learning Spellings:

The following strategies are introduced incrementally and can be used to support pupils' spelling across school and at home. Other strategies may also be used:

- ☐ Look, say, cover, write, check
- ☐ Trace, copy and replicate (then check)
- ☐ Segmentation strategy
- ☐ Quickwrite
- ☐ Drawing around the word to show the shape
- ☐ Drawing an image around the word
- ☐ Words without vowels
- ☐ Pyramid words
- ☐ Rainbow writing
- ☐ Memorable 'silly sentences'
- ☐ Clapping and counting syllables

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 and refer back to previous spellings as well as recording spellings they find tricky. Pupils will use these when writing.

Assessment :

There is little evidence that learning spellings at home in order to be tested at the end of the week is an effective way of teaching, learning or assessing achievement in spelling. At Finham, our assessment is mainly through assessment in context. For example:

- ☐ Spellings in an unseen, dictated sentence
- ☐ Spellings in independent writing
- ☐ Evidence in Spelling Journals