



## Walkeringham Primary School English Curriculum - Spelling

### Intent

At Walkeringham Primary School, we understand that for children to write creatively and effectively, it is essential that they spell accurately. As children develop spelling competency, their confidence and independence in writing will increase. We believe that all our children can become accurate spellers and fluent writers. This is why we teach spelling, initially, through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

At Walkeringham, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

Children will spell, with confidence, the Common Exception Words from the National Curriculum relevant to their year group and learn strategies to spell unknown words, developing the ability to check and correcting spellings. They will demonstrate curiosity about spelling patterns, rules and exceptions, word roots and origins.

### Implementation

At Walkeringham Primary school, spelling is a skill, which is taught explicitly. A mixture of whole class, small group and individual teaching is planned. Teachers provide direct teaching, as well as opportunities for consolidation and application. We provide resources and an environment which promotes spelling, observing and monitoring progress and determining targets and interventions for development.

In Nursery, Reception and Year 1 children follow Little Wandle Letters and Sounds Revised, which has been built around the update (Letters and Sounds improving rates of progress 2021). Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers. Children in Nursery, Reception and Year 1, receive a discrete phonics session daily.

From Year 1 onwards, children have access to 'Spelling Shed', an online spelling resource, which children can access at home to support them in learning spellings.

From Year 2 onwards, pupils are taught the age-related spelling content using a published scheme called 'Spelling Shed'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through weekly coverage and supports our teachers with the teaching of spelling. In Year 2, the children continue to receive a daily phonics/spelling lesson taught by either the class teacher or the Teaching Assistant.

In Key Stage 2, children are introduced to their weekly spelling focus once a week. They are taught as a class, so there is a 2-year cycle within each class, to ensure that all of the spelling patterns and rules are taught within the two years. Children are also given these words to take home each week and the teacher monitors the spelling of these words.

Children are encouraged, in the first instance to take responsibility for spelling words correctly as they write. However, as part of the writing process they will also be asked to proof-read their writing, looking for a range of errors including spelling. This will be done independently, with a peer and in response to teacher feedback. Children will have access to a range of word mats and dictionaries to enable them to do this.



### Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

### Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised progression:

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### Impact

In Nursery, Reception and Year 1 assessment for learning is used:

- daily within class to identify children needing Keep-up support weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative Assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.

Children's spelling is assessed as part of each term's literacy writing assessments. Children in Year 1 take a Phonics screening check each term to monitor progress, identify the need for intervention and highlight gaps in teaching and learning. From Year 2 onwards children take a termly spelling test to monitor progress, identify the need for intervention and highlight gaps in teaching and learning. Phonics and spelling progress is specifically recorded in the childrens' Reading and Spelling Journey books.

### Statutory Assessments

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

In Year 2 and Year 6 children take a spelling test as part of their End of Key Stage Tests.

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