

Woodlands Spelling Policy



At Woodlands, we have high expectations in writing and believe that good spelling underpins a child's enjoyment, confidence and accuracy in writing. When a child lacks confidence and fluency in spelling it can form a barrier when writing across the curriculum. It can also impact on self-confidence and can limit outcomes in writing at the end of KS2. Spelling is an essential skill which allows children to clearly communicate their understanding in writing.

Intent

At Woodlands, we believe that all our children can become fluent, confident and competent spellers. 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 to achieve these aims, it is essential that our pupils develop the knowledge and skills required to spell accurately. We want our pupils to be equipped with both the understanding and a range of strategies for learning spelling, and to be able to apply these strategies effectively when spelling words in their writing.

To ensure this happens, we use the Ready Steady Spell resource. This is a systematic spelling programme that covers all National Curriculum objectives in a cyclical and structured way.

The progression document systematically develops children's understanding of morphological and phonological spelling knowledge and rules, as appropriate to their stage of learning. It builds on prior knowledge in an incremental and structured manner as pupils move through the school. Children are also taught a range of engaging and interactive strategies to support the recall of spellings and to help embed them into their long-term working memory.

Ready Steady Spell further supports transition into Year 6 through the use of spelling journals, encouraging pupils to identify their own misspellings and by explicitly teaching editing skills during the second term of Year 6.

Implementation

Years 3 -6

Lessons

- Spelling is taught 3 times per week.
- The sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover Statutory Word List words, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.
- In summer 2 for Year 4, and Spring 1 and 2 and Summer 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of KS2 content domains.
- In Year 6 Summer 2 term Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc.
- We follow the **Ready Steady Spell** progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- Spelling words are sent home weekly on dojos for children to practice. The spellings are set out within the programme and are based upon what has already been taught and Statutory Word List Words for the week. This is shared to strengthen home-school links and ensure parents/ carers are clear on how best to support their child in embedding spellings.

Why is spelling important?

“... learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they’re confident spellers, they’re also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell.” **James Clements (Oxford Education)**

EEF Improving Literacy in KS1

Recommendation 6

- *Spelling should be explicitly taught.*

EEF Improving Literacy in KS2

Recommendation 5

- *Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils’ spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.*

Impact

Assessment

- Daily formative assessment is built into the **Ready Steady Spell** teaching sequence.
- The weekly Lesson 3 session allows opportunities to review and identify gaps in learning that can then be addressed in future sessions.
- Ongoing observations of children during the spelling lesson to inform gaps in learning and broader application of skills and knowledge across the curriculum.