

**Our Aim**

We aim to teach our children to become competent at spelling but also to have an interest in words themselves., for example the word origin and history (etymology). Children who can spell well are often more confident writers. They are more likely to write their ideas quickly and fluently as they do not need to worry about whether or not their spelling is correct. They are also likely to be more adventurous with the words they use to express themselves. Spelling helps children to communicate confidently in the written form. It also helps with reading and vocabulary development.

**Entitlement and curriculum provision**

Spelling is explicitly taught as part of a planned programme following the requirements of the National Curriculum. In the Foundation Stage and Year One, pupils have daily sessions of Phonics. In Years Two to Six, pupils have regular, focused spelling sessions throughout the week. Spellings are mapped out on our two year long term plan to ensure coverage of the statutory requirements.

**Phonics**

At Westwood, the teaching of phonics begins in the first week of Early Years Foundation Stage and is guided by our phonics scheme, Essential Letters and Sounds (ELS). We follow this scheme through teaching, assessment and interventions to aid our pupils in their phonetic knowledge. In Week 5 of each half term, pupils phonic knowledge is assessed using the ELS phonics tracker. This is then used to inform the review weeks which appear in Week 6 of each half term. This data also identifies any pupils that require any phonics interventions. At the end of Year One, each child's phonetic knowledge is assessed in a phonics screening test, carried out on a 1:1 basis with the class teacher.

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**Spelling in EYFS & Key Stage One**

In Key Stage 1, children practice spellings taught through phonics and spelling sessions. These words are on the half termly homework menus to practice at home. Year 1 learn to read harder to read and spell words and Year 2 learn the application of sounds that have been taught. The spelling rainbow supports the progression of these words through Key Stage 1 and maps out clearly which colour words the children are practising. In Reception, children have rainbow reading words, these words work on the same basis. All words are based around the harder to read and spell words being taught through ELS phonics

**Spelling in Key Stage Two**

A big focus on phonics continues when the children enter Key Stage 2. We continue to build and develop their phonic knowledge with the increasing complexity of words the children are exposed to. Every class has regular spelling sessions. (between 3-5 sessions a week). We follow our spelling long term plan to ensure coverage for the statutory requirements of the English National Curriculum. We have moved our focus away from testing and spend more time during the week exploring the rules and phonic patterns, identifying word meanings and syllabifying the words in order to make them easier to spell.

**Assessment of Spelling in Key Stage Two**

Children in KS2 are no longer assessed purely on the basis of a single word spelling test. Teachers make judgements about a child's ability to spell words by placing them in a context. Each week, the teacher will read out a few sentences that the children will write out in full, remembering the correct capital letters and punctuation. This ensures that the word is in context and gives the pupil the opportunity to practise their encoding skills (saying the sounds in the words and spelling them with letters). Weekly dictation sessions, where the children write in full sentences, is a low stakes approach of assessing their progress.

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**Strategies we use in school that you can use to consolidate spellings at home**

- ◆ **Segmentation** e.g. d-o-g / sh-ee-p / n-igh-t  
This is the most popular method for teaching spelling. Ask the child to sound out the phonemes (sounds) they hear.
- ◆ **Syllabification** e.g. re/mem/ber  
Clap out and say each of the syllables
- ◆ **Mnemonics** e.g. big elephants can always understand small elephants = because  
This is a great strategy for tricky words they find difficult to remember.
- ◆ **Words within words** e.g. There is **a rat** in **separate**.
- ◆ **Etymology (meaning)** e.g. bi (two) + cycle (circle) = bicycle.
- ◆ **Prefixes and suffixes** e.g. **uncontrollable** laughing
- ◆ **Applying rules** e.g. When changing a word ending in y from singular to plural you change the y to an i and add es. Fairy + fairies
- ◆ **Using a dictionary** - children from Year 3 onwards are gifted a dictionary from Lowestoft Rotary Club in the Autumn Term that they can use at home to support their understanding of word meanings and different word classes (noun, verb, adjective, adverb)

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**How can you support your child at home?**

How can I make sure they write spellings correctly in their writing?

It is important to put the words into sentences for your child. This puts it into context and also gets them to apply the spelling within their writing rather than a list of words.

**What if they forget their spellings after a few weeks?**

The spelling rules and patterns will be revisited throughout the term and school year to consolidate their learning. The class teacher may also decide to repeat some of the trickier spellings if the pupils have found them difficult to apply in their writing.

**What are statutory spellings?**

In Years 3, 4, 5 and 6 there are lists of words stated in the National Curriculum which children need to learn how to spell. These lists are available on the school website.

**Games to play at home to practise their spellings**

**Guess Who:** Write some words on paper. Read the words with your child. Ask them to tape a word to your back. You have to ask a question e.g. does it begin with th? Does it have a prefix? Now your child takes a turn to answer your questions.

**Magnetic Letters:** Say a word out loud. Ask your child to make the word using magnetic letters or

**Silly Sentences:** Ask your child to write ten silly sentences using a spelling word in each sentence. Encourage them to underline their spelling words. Example: My dog wears a blue and purple dress when he takes a bath.

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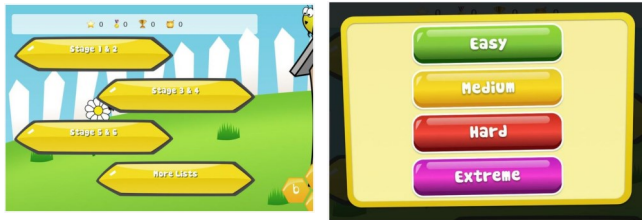
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**Spelling Shed** 

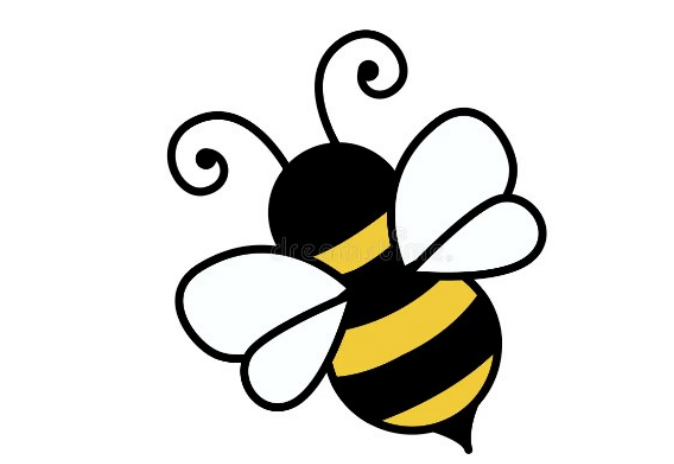
Every child in Key Stage 2 has an individual log in for Spelling Shed. The log in details should be stuck in their Reading Record. This is an online service which is designed to be an enjoyable and engaging way for children to develop their spelling skills online.

Class teachers will set a list of words for the children to learn which will be the spellings they are focusing on that week in class. These will appear on the child's home screen, if set. If these specific words are not set, a child is still able to practise and play relevant spelling words for their year group. The stages reference the year group e.g. stage 3 = Year 3. It is so important to keep revising previous year group s spellings throughout a child's spelling journey.



It would be great if you could support your child with this at home. You can access the website at <https://www.spellingshed.com/en-gb>

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Spelling information for parents

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