How We Teach Spelling at Martlesham Primary Academy



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# Spelling Intent

***English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.* National Curriculum (2014)**

At Martlesham Primary Academy (MPA), we believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Learning to spell is a process of learning and then applying patterns to new words. It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children’s learning. Although guidelines for the teaching of spelling are outlined below, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways which they learn best.

We aim to:

* raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.
* Encourage children to look carefully at the words.
* Provide opportunities for review and recall their learning- teachers must provide opportunities to consolidate learning throughout each week.
* Teach spelling in context-links to the oral use of the word and the formation of the word as a whole (handwriting)
* Ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them-accurate spelling and accurate letter formation go hand-in -hand.
* Help and encourage children; developing their confidence as competent spellers, because the ability to spell correctly is often associated with good self-esteem.
* Develop and extend the children’s vocabulary through shared, guided and independent spelling activities.
* Help children to enjoy spelling and recognise its value.

 Implementation:

In EYFS and year 1 spellings is taught primarily through daily phonics lessons and within continuous provision. We use a systematic, multi-sensory approach which is embedded within a rich language experience. We also teach children to:

* realise the written symbols represent the words they see and hear.
* Understand that there is a direct link between phonemes and graphemes.
* Recognise the grapheme-phoneme correspondence in a clearly defined sequence and the skill of segmenting words into their basic phonemes to spell. Children are taught that blending and segmenting are reversible processes.
* Use Rhyme and use alliteration.
* Spell Common Exception words.

In Key Stage Two, spelling is taught using a phonics-based approach:

* Spelling is taught for 10 – 15 minutes a day, five days a week.
* One phoneme (sound) and the different graphemes (spellings of the sound) are focussed on each week.
* The focus is on children selecting the correct grapheme, rather than spelling the entire word correctly. This is made clear to the children and celebrated.
* This approach allows us to regularly expose children to the same word, but with a different focus phoneme, and so provides good opportunities for repetition and retrieval practice.
* Our long term plan ensures that the National Curriculum spelling patterns and statutory spelling words are taught and revisited regularly.
* Spellings are set as an assignment on Spelling Shed for children to practise at home.

**Weekly Plan:**

**Monday: highlight the sounds**

At the start of the session, the ‘sound of the week’ is introduced. Children are set the task of finding this sound within a list of words. This is marked as a class to highlight any misconceptions to the children.

**Tuesday: grapheme grid sort**

Children sort the words into the correct grapheme. As an extension, children find their own words to add to the grid.

**Wednesday: sound buttons**

Children use their knowledge of phonics to identify the individual phonemes in each word. This is done initially as a whole-class activity and then independently.

**Thursday: grapheme grid sort**

Children have a blank version of the grid used in Tuesday’s lesson, showing the graphemes for that week’s sound. The teacher reads the words aloud to the children who then must write them in the correct section of the grid. This is marked as a class to highlight any errors to the children. The focus is on children selecting the correct grapheme for that week’s sound, not whether the rest of the word is spelt correctly. Therefore, if they have selected the correct grapheme they mark the word with one tick, and if they have spelt the entire word correctly they mark it with two ticks.

**Friday: test**

Children are tested on a range of words containing the sound of the week using a dictation activity. This involves the children writing five sentences, each one containing at least two focus words. This is marked by the teacher, with a focus on the children selecting the correct grapheme. One tick is given to show that the child has selected the correct grapheme and two ticks are given if the whole word is correct.

# Impact - How we assess spelling?

By the time our pupils leave Martlesham Academy, we aim to ensure that they are confident and creative spellers who have made sustained progress since joining in Reception. By the time pupils are in Upper Key Stage 2, all spelling patterns will be familiar to them. Pupils will have made good progress from their KS1 results and their written work across the curriculum will show correct spellings.

Assessment is carried out on four levels:

* Formative assessments take place on a daily and weekly basis, enabling teachers to be sure children are understanding new concepts before moving on. They also inform future planning and provide support and challenge where necessary.
* Summative assessments are carried out termly. The purpose of these assessments is to review and record the progress the pupils have made, measured against school and national targets. This is done by drawing on class records of key objectives and any supplementary notes that have been made. All data is analysed by senior management, the English leader and the class teacher to support gaps analysis and progress judgements.
* Teachers formally assess pupils at four different stages throughout the year on O-Track, where they are identified as ‘Working Towards’, ‘Expected’ or ‘Working at Greater Depth’ for their age-related expectations. Teachers can also assess the children as working within the objectives of a prior year group if this is required.
* At the end of Key Stage 1 and Key Stage 2, each pupil’s level of achievement against national standards is included as part of their annual written report.

Statutory Assessments:

Year 2: Children are formally assessed as part of the writing process, as well as within the KS1 SPaG SATs.

Year 6: Children are formally assessed as part of the writing process, as well as within the KS2 SPaG SATs.