



Stickland's CE VA Primary School

Approach to Teaching Spelling

Year 2 to Year 6

Most schools do not give pupils enough teaching and practice to gain high degrees of fluency in spelling and handwriting. Teachers rarely use dictation as a tool to help pupils practise spelling and handwriting. In many schools, pupils are expected to carry out extended writing tasks before they have the required knowledge and skills. (Telling the Story - The English Education Subject Report (Ofsted - March 2024)

Classroom Display & Resources

- Spelling focus for the week with examples
- 'A good speller is someone who ...' (definition created in collaboration with children).
- Year 2 – Simple & complex speed sound charts on the wall, sound mats.
Year 3/4 – Complex speed sound chart on wall & laminated A4 sound mats on table.
Year 5/6 – Laminated A4 complex speed sound mats on tables.

Workbooks and Presentation

- Year 2 – A5 green booklet for spelling (front) & reading (back)
All learning to be marked with the short date & word list stuck in
- KS2 – A5 green spelling book
First session: short date, title (spelling pattern underlined) and word list stuck in/copied e.g.
13.9.24 Adding the suffix -ly

Home Learning

- Year 2 – folder with LSCWC & one task e.g. wordsearch
- Year 3/4 – A4+ book with LSCWC + one activity.
- Year 5/6 - 'Learn' task online and A4+ book with LSCWC + one activity.

Website

- Spelling page for Emile, with spelling approach, expectations and year group lists.

Groups: SEND/PP/MA

- SEND children to be taught in class with rest of group (scaffolding/support) where possible.
Restricted/selected spelling list to ensure success.
- Personal spelling lists – one-a-day (UKS2), spelling zappers (Year 2/3/4) to cover spelling gaps of CEW/individual needs.
- MA - assessment after session 1 to ensure no lost learning time for those who are already confident of spelling patterns → challenge tasks.

Assessment:

- Formative assessment during sessions.
- Dictated sentences (each week).
- Data / gap analysis reports from online learning tasks.
- Online battle (every 3 weeks or more frequently) to assess recent spelling patterns.
- Blackwell Spelling Assessment (December and June).

Teaching sequence:

Focus on active teaching & all children being engaged in spelling sessions. Children to take ownership of learning & build strategies instead of activities & worksheets in class time.

Suggested approach for each class (to allow for teacher discretion / class needs).

Year 2

Session 1: Date & spelling pattern in book, stick in word list, ppt and children to create class spelling poster.
Session 2: Recap on spelling pattern & assess confidence levels. MA: Learn Task on Emile (confident spellers). A: Teach time - look at tricky words together & develop strategies for spelling. LA/SEND: Teach time – reduced selection to work with.
Session 3: MA: Emile activity e.g. Wordsearch, spelling hunt, spot the mistakes. A/LA/SEND: Learn Task on Emile (support LA/SEND if required).
Session 4: MA: Use words in context in sentences/dictionary work. A/LA/SEND: Emile activity and further support if required.
Session 5: Dictated Sentences (all) Games e.g. word bingo, which word am I thinking of? (on iwbs). Assess progress.

Year 3/4

Session 1: Date & spelling pattern in book, ppt, check all chn can read and understand words, stick in/copy word list, set home learning activity. (Learn' Task to be completed before S2)
Session 2: Recap on spelling pattern & new words - reading/meaning. Pop quiz in books to see who is confident spelling already. MA: Use each word in a sentence – ext: spag focus e.g. different sentence types, adverb, fronted adverbial, speech sentence, modal verb, passive voice, expanded noun phrases, simple/compound/complex sentence etc A: Teach time – look at tricky words together (LA/SEND – reduced selection of words if required). This can include: Etymology (origin of words) - e.g. biology bio → greek → meaning – life, ology meaning study. Morphology (how words are built) e.g. root word, prefixes, suffixes, word families. Identify sounds using complex sounds chart (e.g. why can't it be this phoneme? End of word etc Challenge children to identify the words they are going to spell and how they will learn them/use them in daily writing. Which do they think they could apply to current English unit, topic, science, RE etc Time to learn (morning activities?)
Session 3: (Recap tricky words) Use words in context.

A/LA/SEND use in sentences – diff levels of challenge today. e.g simple sentence & punctuation (as per MA in session 2). Teacher input.

MA: Find new words that fit the pattern, find a synonym/antonym, other related words etc and record in books along with dictionary definition. Share findings with class (*Spoken Language focus*)

Session 4: Dictated Sentences

Scoop up time & Scrabble/Buzz Off/Emile Battle/Pop Quiz/Give them meaning and chn to write the word on wbs etc.

Year 5/6

Session 1: Date & spelling pattern in book, ppt, check all chn can read and understand words, stick in/copy word list, set home learning activity. **(‘Learn’ Task to be completed at home)**

Session 2: Recap on spelling pattern & new words - reading/meaning. Pop quiz in books to see who is confident in spelling already.

All children write the definition of each word into their books, in order to understand the meaning and be able to use the word in the correct context.

MA: Use each word in a sentence – ext: spag focus e.g. different sentence types, adverb, fronted adverbial, speech sentence, modal verb, passive voice, expanded noun phrases, simple/compound/complex sentence etc

A: Teach time – look at tricky words together (LA/SEND – reduced selection of words if required). This can include:

Etymology (origin of words) - e.g. biology bio \square greek \square meaning – life, ology meaning study.

Morphology (how words are built) e.g. root word, prefixes, suffixes, word families.

Identify sounds using complex sounds chart (e.g. why can’t it be this phoneme? End of word etc

Challenge children to identify the words they are going to spell and how they will learn them/use them in daily writing. Which do they think they could apply to current English unit, topic, science, RE etc

Session 3: (Recap tricky words) Use words in context.

Dictated Sentences

Progression: (National Curriculum Coverage of all spelling patterns & rules)

Year 2 – Recap of key Year 1 spelling patterns & Year 2 curriculum

Year 3/4 – Recap of key Year 2 patterns & Year 3/4 curriculum (annual rolling program)

Year 5/6 – Recap of key Year 3/4 patterns & Year 5/6 curriculum (annual rolling program).

KS2 – Consolidation and extension of learning over 2 years.

Timetabling:

- Year 2: 5 x 15 min sessions per week.
- Year 3/4: 4 x 15 min sessions per week.
- Year 5/6: 3 x 15 min sessions per week.

Spelling Overview & Lists:

(separate document)