

*Taddington & Priestcliffe  
CE Primary School*

*Spelling  
Curriculum*

*Intent,  
Implementation,  
Impact Statement*

*What follows is what we want our Spelling curriculum to achieve for all children by the time they leave our school, because we passionately believe that our children deserve the best.*

*Our curriculum is driven by the needs of our children, their families and the community in which they live.*

*We aim for our pupils to become good spellers and therefore will:*

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.*
- Use a range of effective spelling strategies and know age-appropriate spelling rules.*
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and for writing.*
- Know how to use a dictionary, thesaurus and how to check spellings effectively.*
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve.*
- Be imaginative, creative and challenge themselves with vocabulary.*
- Have a positive and confident attitude towards trying unknown spellings.*

## **IMPLEMENTATION**

*In EYFS and Year 1, pupils practise spellings featuring the sound they are learning/revising that day during their Read Write Inc. session. From Reception, pupils are taught to use the 'Fred Finger' strategy to spell phonetically plausible words accurately. High Frequency words are known as Red Words for these pupils are explicitly taught.*

*At Taddington we use the Spelling Shed Scheme from Years 2 – Year 6 to devise a comprehensive, yet accessible, progression in the teaching of spelling. Guidance is provided on how to teach the strategies, knowledge and skills pupils need to learn to become confident and accurate spellers.*

*The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings including statutory words and common exception words. The programme has a clear progression throughout*

blocks of teaching units across the year groups and comprehensively explains how to teach spelling effectivity.

## *How we implement this in the spelling curriculum*

*Seeing spelling rules and patterns is fundamental in order for our pupils to acquire and remember new spellings. The Spelling Shed app allows the pupils to hear the word, type the word and then see the word. Spelling Shed resources such as word searches, crosswords, definition matching games and Look, say, cover, write, check sheets are provided.*

*These strategies help pupils to see the spelling words on the page and visualise the order of the letters.*

- *Look, say, cover, write, check*
- *Trace, copy and replicate (then check)*
- *Drawing around the word to show the shape*
- *Drawing an image around the word*
- *Words without vowels*
- *Pyramid words*
- *Rainbow writing*

*In Read Write Inc., pupils are first taught to read the word before attempting to spell it. In order to support children when spelling, all classrooms feature sound friezes which reflect their sound awareness and knowledge. Complex Speed sound charts are displayed in Key Stage 2 classrooms to aid spelling, these show the most common alternative spellings for phonemes and act as a visual aid for pupils. Red Words are displayed in all Key Stage 1 classrooms to support spelling of high frequency words.*

*Key vocabulary taken from The Literacy Tree writing texts are displayed in classrooms for pupils to refer to in their own writing.*

*The following strategies are used to support pupils' spelling across school and at home. These strategies help pupils to hear the spelling sounds within words aloud and transfer that to the written spelling.*

*Look, say, cover, write, check*

- *Clapping and counting syllables*
- *Segmentation strategy*
- *Memorable 'silly sentences'*

*This part of the teaching sequence consists of lively oral and quick-write activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part is that children use the words orally, in context, so that they have a clear understanding of the spelling word they are learning.*

*In Read Write Inc., pupils segment phonetically spelt words using the 'Fred Finger' technique. Pupils chant the segmented word multiple times, assigning a sound to each finger. Pupils pinch each finger in turn before writing down the corresponding letters.*

*It is vital that pupils are explicitly taught the spelling rules and patterns. Teachers introduce new spelling rule and explain how the words relate to the rule. They do this by building on prior knowledge and understanding. The pupils then practise and explore the new learning independently. Pupils are given the opportunity to investigate the words and spelling patterns, through sentences, handwriting and games. Previous word lists are revisited frequently as well as encouraged throughout their writing.*

*In Read Write Inc., pupils are given the opportunity to practise multiple words featuring the sound of the day. They are then asked to recall the previous days learning and are asked to spell words using other sounds taught to date. This provides pupils with the opportunity to repeat prior learning on a regular basis.*

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*The final stage of our spelling curriculum is to apply and assess. Pupils in Years 2 – Year 6 complete a weekly spelling test on the set words they have been learning that week. Teachers also monitor pupil's spellings in their writing work, addressing misconceptions and errors, as well as assessing independent application and their understanding. In addition, we use half-termly, and an end-of-year test, to support our teacher assessments in Grammar, Punctuation and Spelling.*

*In Read Write Inc., pupils are expected to use the 'Fred Finger' strategy to spell words in their independent writing. Pupils will be able to demonstrate in their writing phonetically accurate spelling and/or plausible attempts in line with their current sound knowledge*



#### *IMPACT*

*Our aim is that pupils leaving Taddington have developed detailed knowledge, skills and confidence across the English curriculum and achieve well. In addition, pupils have made good progress and have fostered a knowledge and understanding of spelling rules as patterns in their writing, as well as being prepared for the next stage of education.*

## *What our Children say*

*I love to see how many spelling I can get right every week, when I have practised with my Mum.*

*I use Spelling Shed all the time at home. It is great!*

*Spelling is my favourite subject.*