

Why?

- Many parents have limited knowledge of spelling rules.
- Spelling is a skill that is needed throughout life: throughout the National Curriculum at school; when applying for further education or for job applications; when writing letters or emails and even when using ICT.
- It is important to promote the enjoyment of learning with spelling and language.
- We want our children to value the importance of spelling and to be confident enough to experiment with adventurous vocabulary by using the spelling rules or knowing when it is best to check with a dictionary or thesaurus.
- Spelling skills should be seen as equally as important across the curriculum, especially when using subject specific vocabulary. A secure understanding of the spelling rules will help children to pick up the new vocabulary far quicker.
- Spelling can contribute to a child's wider understanding of the English language, for example when identifying root words, suffixes and prefixes. This will in turn help to support children's wider grammatical understanding and reading skills, helping to build their vocabulary and love of language.
- Local dialect influences pronunciation of words, which impacts on how words are spelt.
- To improve writing in order for our children to reach end of key stage expectations.
- To communicate in writing effectively.
- By building on the knowledge of spelling rules children will be more willing to attempt to use ambitious words within writing.
- An efficient speller raises self-esteem.
- Some career choices demand proficient spellers.

How?

- Building on knowledge, knowing more and remembering more.
- Strengthen the children's understanding of phonics and KS1 spelling rules.
- Embed the children's fluency skills through regular sessions including mini tests.
- Develop the children's application of spelling at all levels - WTS/TEXS/EXS/GDS: are they spelling effectively in their written work and applying their learning from the focussed sessions?
- Develop staff confidence in the teaching and supporting of spelling through staff meetings and support with delivering the programme.
- Develop the children's confidence in spelling. There is a focus on team teaching and spelling games, not just assessments.
- Identify relevant pathways for SEND pupils: knowing where they are with regards to their understanding of phonics, and what pre-programme activities could support their progress further.

What?

- Children need to experience ownership of their learning and spelling through games built in to the spelling programme and through team teaching sessions where they can feel a sense of pride in their achievements and support of each other through their learning. This will also reinforce the fact that language is something that can be built on and developed throughout their lives and not just during specific sessions at school.
- Regular assessments completed after set units. Results are analysed before progression.
- Spelling games encourage children to identify patterns and rules and not to just learn specific words by rote.
- Regular spelling focussed sessions are built into the timetable throughout school to reinforce the importance to both staff and children. Children can monitor their own progression.
- Staff meetings delivered by spelling lead for all staff to enable consistency in delivery.
- Modelled sessions offered by spelling lead to show how parts of the programme are best delivered. Alternative games and quizzes have also been shared so that staff have additional resources to use if children are struggling with a specific rule.
- Informal staff/pupil discussions.
- Use of an effective spelling programme - Ruth Miskin- that also reinforces our literacy and phonics programmes.
- Appropriate resources in each of the year groups to support the programme. Work books, spelling words displayed in pocket charts and complex speed sound charts should be seen in every room.
- Monitoring of assessments, results and occasional book scrutiny to ensure consistency and appropriate progression.
- Opportunities taken for cross-curricular teaching throughout the day.
- Spelling is also looked at during Literacy book scans to make sure that learning is being applied appropriately in children's independent work.
- Dictionaries are used in the editing process.
- Spelling mats with keywords from Year 1-6 are used as appropriate during writing sessions.
- Year 4 children participate in a Spelling Bee competition.