

**KS1 Spelling**

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| **Phonics** |
| Children have daily phonics lessons where they practise phoneme-grapheme correspondence in reading and in spelling. Children build on their understanding of letters and sounds over the year and are encouraged to use their understanding of phonics when spelling, using segmenting strategies for independent writing. |
| **Spelling Rules** |
| Children in Year 2, following our writing progression document based on the National Curriculum, receive a weekly spelling lesson focussing on a specific spelling rule. |
| **Modelled Spelling** |
| Teachers model how to be selective spellers. They do this by thinking out loud about grapheme-phoneme correspondences and highlighting to children tricky parts of words, supporting them to decode. Teachers give tips and tricks to help children retain tricky word spellings. |
| **Assessment** |
| Children’s spelling is assessed frequently. Teachers monitor spellings in children’s work and collect common mistakes for children to practise at home and in class. These spellings are adapted for our children who struggle with spelling as well as for children who find spelling easier. |

**KS2 Spelling**

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| **Spellings** |
| In KS2, children are set a list of fifteen spellings, which will run over two weeks but be tested at the end of every week. These are words taken from the Jane Considine year group spelling books. If the child gets full marks in their spellings, they will be asked to use these words appropriately in a sentnece during their next test. A spelling sequence in KS2 runs over two weeks with the children investigating the spelling rules within their list, and then completing a range of short-burst activities and tasks over the folowing week which draw upon previously learnt rules, design ed to increased ‘stickability’ and retention of vocabulary. Children have the opportunity to practise their spellings at school and are encouraged to identify the tricky part of these words in order to aid memory. |
| **Spelling Rules** |
| Children investigate one spelling rule to aid the learning of their spellings, every week two weeks. In addition to this, they revisit previously learnt spellings rules, over the course of their two week sequence. |
| **Modelled Spelling** |
| Teachers model how to be selective spellers. They do this by thinking out loud about grapheme-phoneme correspondences and highlighting to children tricky parts of words. Teachers give tips and tricks to help children retain tricky word spellings. |
| **Assessment** |
| Children’s spelling is assessed frequently. Children have weekly spelling tests based on their assigned spelling list. Teachers also ensure that children can accurately spell their year group word list and carry out a GAPS assessment once a term. |