



## Spelling Rationale for Holmes Chapel Primary

### Visions and aims

In the National Curriculum Spelling Appendix, it states that *most people read words more accurately than they spell them. The younger pupils are, the truer this is.* Therefore, we teach younger children how to segment to spell in phonics lessons following the Little Wandle phonics scheme, and then spelling rules in a systematic series of lessons moving higher up through school in line with the Spelling Shed scheme. These lessons include the role of morphology and etymology to help children make links and understand the relationship between meaning and spelling of words. In time, this creates confident and independent spellers.

### Intent

At Holmes Chapel Primary School, we aim for children to develop into confident spellers who are enthusiastic and excited by their use of language and the knowledge of words. We want them to be able to spell quickly, accurately and not afraid of using their skills and knowledge to tackle the spelling of unfamiliar words. In order for this to happen, we encourage the children to make relationships between sounds and letters (phonics), understand the word structure (morphology) and the spelling structure (orthography) of words. We expect the children to be able to discuss words, their spelling patterns and meaning and understand their origins and how they have changed throughout history (etymology). The Spelling Shed scheme provides opportunities to cover these skills within its sequenced lessons across both key stages.

### Implementation

- Early spelling is taught through daily phonics lessons where children are taught how to segment to spell in EYFS and Year 1.
- In Reception, the reading of tricky words takes place daily in Little Wandle phonics lessons. The spelling of these takes place in Literacy lessons and within phonics lessons later in the Reception year.
- In Year 1, the reading and spelling of tricky words takes place daily in Little Wandle phonics lessons.
- Spelling is taught from Year 2-6 following the Spelling Shed scheme of work.
- Spelling is taught 3 x weekly in Year 2. Additional spelling practice is given as part of daily Little Wandle sessions.
- Spelling is taught 4 x weekly in Key Stage 2.

- A baseline assessment takes place at the beginning of the autumn term to ensure any children who are not working at the age related expectation are taught within their 'stage' appropriate to their spelling level. This means that some year groups stream their cohort into 2 or more groups working at different stages. Where possible, groups that are teaching children at a stage lower to their chronological stage should be as small as possible.

### Assessment

- A baseline assessment in the form of a word spelling test takes place at the beginning of the autumn term
- Summative assessments take place at the end of the term in the form of a word spelling test. A gap analysis is completed to inform next steps teaching and learning. While the Spelling Shed scheme will continue to be followed, interventions may be put in place to reduce gaps in knowledge.
- Children are assessed formatively on their spelling ability when writing; this is ongoing throughout the year.
- Additional summative assessment takes place on the spelling ability when writing as part of the end of term assessment for writing. This comes under the transcription element of the end of year / Key Stage assessment.