

English Spelling Curriculum

At Bursley Academy, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure.

In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. We want our pupils to enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

Our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of genres and cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose.

When spelling, our pupils:

- ✓ use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- ✓ have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- ✓ write with confidence and creativity, while developing the skills to self-edit, correct and improve
- ✓ be imaginative, creative and challenge themselves
- ✓ are encouraged to be independent

Early Spelling

In EYFS and Year 1 our pupils follow a high-quality, systematic programme of phonics teaching following the **Little Wandle Letters and Sounds** teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling. By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention and their phonics work will be continued into Y2 as small group supported teaching.

In EYFS:

Little Wandle is taught as whole class phonics following the scheme from Autumn 1. If the class teachers identify groups of children who are struggling to maintain the pace of the sessions and initial Keep up work is not supporting them fully then the cohort can be split as class teacher sees fit. The emphasis at this stage is on closing those gaps and ensuring that all children can attain the expected levels at the end of the academic year. If Cohort is split the aim will be to revert back to whole class teaching in the summer term (but only if this will be beneficial for pupil's progress)

In line with the Little Wandle scheme the children will have assessments every half term to ensure they are on track.

In Y1:

Little Wandle is taught as whole class phonics following the scheme. Should any child fall behind in a session or be identified as struggling, additional catch up sessions will be undertaken to help them maintain their learning in the whole class environment. If an individual or a group of children persistently struggle to maintain the pace or level of the whole class sessions they can be taught as a smaller group for a period of time to help support them in attaining the expected standard at the end of the academic year.

In line with the Little Wandle scheme the children will have assessments every half term to ensure they are on track.

In addition to phonics teaching, KS1 also have separate morning activities to help develop their spelling of common exception words and high frequency words in order to provide them with repetition and practise of non-decodable words. This is done with a multisensory approach – see below for further details. The learning sequence will follow the same pattern as a phonics session:

1. Revise
2. Teach
3. Practice
4. Apply

In Y2:

- Children who have reached the expected standard will then begin on the National Curriculum spelling objectives for Year 2 this will be supported by Phase 6 of the **Twinkl phonics scheme** (Little Wandle does not have a phase 6). (See Phonics policy)
- Children who have not achieved the required level will undertake additional phonics sessions using the Little Wandle scheme – this will be done in small groups during spelling sessions which are undertaken with the rest of the class.

Spelling in KS2

From Year 3 onwards, pupils are taught the key stage related spelling content using a published scheme **Twinkl Spelling**. This scheme of work provides us with a manageable tool for meeting the requirements of the National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

Processes

In KS2, pupils will have a **minimum** of **three 20-30 minute** sessions per week. This can be more, but it must be consistently applied across the phase (as directed by the KS lead).

As we currently teach in mixed age groups the following cycles will be applied:

Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Year 3 Aut 1	Year 3 Aut 2	Year 3 Spr 1	Year 3 Spr 2	Year 3 Sum 1	Year 3 Sum 2
Cycle B	Year 4 Aut 1	Year 4 Aut 2	Year 4 Spr 1	Year 4 Spr 2	Year 4 Sum 1	Year 4 Sum 2

Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Year 5 Aut 1	Year 5 Aut 2	Year 5 Spr 1	Year 5 Spr 2	Year 5 Sum 1	Year 5 Sum 2
Cycle B	Year 6 Aut 1	Year 6 Aut 2	Year 6 Spr 1	Year 6 Spr 2	Year 6 Sum 1	Year 6 Sum 2

The focus for the session will be on the **spelling rule itself**, rather than a list of words, therefore words can be adapted to fit the needs of the children i.e. ones they are likely to use within their written work. It is imperative that two words lists are given to the children at the start of the week. One to be taken home, in order for the children to practice their rules. The other to be kept in school, so that children can regularly rehearse and practice the spelling rules – this can be part of morning activities as well as the timetabled spelling session.

Sequence of weekly sessions

- ◆ Session 1 – Introduce rule and word list. Discuss meanings of the words and put them into context for the children. Write the list into spelling books.
- ◆ Further sessions can be a combination of tasks adapted from the Twinkl scheme and 'Making Spellings Memorable' multisensory approach. At **least one session a week** needs to incorporate a multisensory approach.
- ◆ Repetition is key and this can be completed as morning activities, or other points in the school day.

We use the 'Making Spellings Memorable' approach to allow children to practice the spelling rules they have learnt in class. This approach has proved very popular as children can choose the method most effective for them, whether it is a silly mnemonic or rainbow writing. Key rules and spelling themes are taught in a short daily spelling session. We ensure that all of our spelling approaches are **dyslexia friendly**.

Examples from 'Making Spellings Memorable':

<p>1 Rainbow Write</p> <p>First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour crayon. Trace neatly and you will see a rainbow!</p>	<p>2 Squiggly Spelling Words</p> <p>You are going to write your spelling words two times. First write in regular letters. Then write the words again in squiggly letters!</p>	<p>5 Bubble Letters</p> <p>Write your spelling words in bubble letters. After you write your words in bubble letters, colour your words with a crayon or coloured pencil.</p> <p>Bubble Letters Rock!</p>	<p>6 Three Times</p> <p>Write each spelling word three times. First, write each word in pencil. Second, write each word in crayon. Third, write each word in marker. You must write neatly!</p>
<p>3 Pyramid Writing</p> <p>Pyramid write your spelling words. You must write neatly!</p> <p><u>*Example:</u> home h ho hom home</p>	<p>4 Red Vowels</p> <p>Write each of your spelling words. You will need a red coloured pencil. Trace over the vowels in each word with your red coloured pencil.</p> <p><u>Vowels = a e i o u</u></p>	<p>7 Vowel Circle</p> <p>Write each of your spelling words. Then go back and circle all of the vowels in your spelling words!</p> <p>Don't forget to write neatly!</p>	<p>8 Consonant Circle</p> <p>Write each of your spelling words. Then go back and circle all of the consonants in your words!</p> <p>Don't forget to write neatly!</p>

Assessment of Spelling:

In Years 2- 6, spelling assessments will take place every half term and will focus on the rules of the half term. Any issues identified in these assessments will be addressed as a reactive spelling session / series of sessions. Teachers will also address individual issues with pupils to ensure identified gaps are closed.

Spelling rules / common exception words will also be a focus within written work and will be the initial spellings identified when giving feedback to pupils.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Baseline Assessments	➤ Phonics assessment – key words in phonics	➤ Sound checks ➤ CEW spelling ➤ Key words in phonics (dependent on sounds)	➤ CEW checks ➤ Key words in phonics (dependent on rule)	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment
Autumn 2	➤ Phonics assessment – key words in phonics	➤ Sound checks ➤ Continuous phonic assessment ➤ CEW spelling	➤ CEW checks ➤ Key words in phonics (dependent on rule)	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment
Spring 1	➤ Phonics assessment – key words in phonics	➤ Sound checks ➤ Key words in phonics (dependent on sounds)	➤ Key words in phonics (dependent on rule)	➤ Spelling rules assessment	➤ Spelling rules assessment	➤ Spelling rules assessment	➤ Spelling rules assessment
Spring 2	➤ Phonics assessment – key words in phonics	➤ Sound checks ➤ Continuous phonic assessment ➤ CEW spelling	➤ CEW checks ➤ Key words in phonics (dependent on rule)	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment
Summer 1 Y2 and Y6 SATs	➤ Phonics assessment – key words in phonics	➤ Sound checks ➤ Key words in phonics (dependent on sounds)	➤ Key words in phonics (dependent on rule)	➤ Spelling rules assessment	➤ Spelling rules assessment	➤ Spelling rules assessment	➤ Spelling rules assessment
Summer 2	➤ Phonics assessment – key words in phonics	➤ Sound checks ➤ Continuous phonic assessment ➤ CEW spelling	➤ CEW checks ➤ Key words in phonics (dependent on rule)	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment	➤ CEW checks ➤ Spelling rules assessment

Adaptations to the Curriculum

In line with the SEND / catch up policy, adaptations can be made, in some circumstances, to the curriculum in order to meet the needs of an individual. Some children (EHCP children) may follow a bespoke curriculum and therefore may not always have access to the exact curriculum above.

Changes to the curriculum plan needs to be completed in conjunction with the SLT / SENDCo and justifications made to ensure the needs of the children are being met, whilst still gaining access to a broad and balanced curriculum.

In the first instance, any adaptations to the curriculum process will need to occur during the correct lesson i.e. spelling adaptations to happen during a spelling lesson. If this is not possible, a justification for the changes will need to be made.

Cross Curricular Spelling Diaries

In addition to our spelling lessons, we use cross- curricular spelling diaries from Year 2 to Year 6. The diaries are individualised for each child and allow for repetitive practice of misconceptions and incorrect spellings across the full range of curriculum subjects.

The diary will be used in addition to normal spelling 'fix its', where the child will record and then practice an incorrect spelling or pattern. The diary will also be used when introducing new vocabulary within other curriculum areas and topics.

Using their diaries, children are then able to independently find a word they have previously misspelt or new vocabulary that they wish to use.

Year 2 – When a new spelling is requested by a child, the class teacher or teaching assistant can add it to their spelling diary to practice and use for future reference.

Year 3 – 6 - When a new spelling is requested by a child, they will be encouraged to look it up in the dictionary and add it to their spelling diary to practice and use for future reference.