



Spelling Curriculum Statement

Vision:

'To learn to read is to light a fire; every syllable that is spelled out is a spark.'

— Victor Hugo

At Whitemoor we recognise that reading, writing and spelling are interconnected and that in order to read or write children must also learn to spell. We teach spelling in a range of ways in order to support children's understanding and ability.

At Whitemoor, we aim to teach high quality spelling throughout school and use both the Read, Write Inc phonics programme (OUP) and Jane Considine spelling schemes to support our teaching. We have a set of core beliefs about spelling which we all adhere to:

- Spelling is not sound written down.
- Words that share meaning share spelling.
- There is a connection between the sounds spoken in words and their spelling and the successful application of phonics is critical to early reading and spelling success.
- We remember things which carry meaning and so seek to improve spelling accuracy by deepening and broadening vocabulary.

Intent:

Our spelling programme is designed to be used as a tool to ensure coverage of the national curriculum and is not used as a word list for children to be tested on weekly without any explicit teaching beforehand. Our approach is based on thorough understanding of the rules for spelling in English and spelling patterns are noticed and taught in both reading (Phonological Awareness 'app') writing and handwriting lessons as well as in specific spelling lessons. Spellings are based on the words found in the National Curriculum for English.

We aim to:

- Make the partnership between 'phonics' teaching and 'spelling strategies' explicit.
- Systematically build up children's understanding and knowledge of the relationship between letters and sounds.
- Enthuse and engage children to explore spelling strategies through practical and hands on taught sessions.
- Teach the children to make links between alternative pronunciation and spelling, so that they can make informed opinions on spelling choices.
- Equip children with a range of skills and approaches to tackle the spelling of unfamiliar words.
- Give children the confidence to communicate and use words



Implementation:

Children in years F2, Year 1 and Year 2 will be taught spelling through their daily Read Write Inc lessons. This will mainly include learning how to spell words linked to the phonemes they are being taught that day or week, and consolidating the spelling of phonemes they have previously been taught.

Any children in Year 2, 3 and 4 who did not pass the phonics screening check in Year 1, and are working significantly behind their peers, will continue to access the Read, Write Inc scheme.

Once a child has completed the Read Write Inc phonics programme, they will move onto the Jane Considine spelling curriculum and programme of study.

For children in UKS2 we offer the Fresh Start Programme (also a Read Write Inc resource) as an intervention.

Spelling lessons in KS2 consist of a combination of investigations and short activities that explore and revisit both the spelling rules and the statutory spellings for each phase. There is no weekly spelling test, however teachers will ask children to quick write the GGG words from the previous week where time permits.

In class, teachers teach spelling for 50 minutes a week:

Week 1:

Investigation (30 minutes) Children have a hypothesis to test – they sort words into a table in their books and prove or disprove the hypothesis. Children are expected to write a sentence to conclude their investigation.

Go Grapheme Grafters (GGG) (20 minutes) Teachers share 15 words (taken from the National Curriculum spelling rules and statutory spelling words for the phase) with the class. They sound them out reinforcing the phonics teaching from Key Stage 1. Children identify the sound that has the trickiest grapheme e.g. s = ce or n = gn and together the class identify up to 4 words with the same sound = grapheme combination.

Week 2:

Children are given 5 x 10 minute daily activities that revisit a wide range of strategies / patterns / rules that enable children to make connections between words. Children complete these activities at the back of the book.