

Greenfields Academy – Spelling Rationale

Intent:

At Greenfields Academy we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

Implementation:

Spelling

All Primary classes take part in a 20 minute Phonics or Spelling session in the morning. Pupils are set into different ability groups to ensure the learning is pitched at an appropriate level for their ability, and not necessarily their age. Greenfields Academy use the 'No Nonsense Spelling' scheme as a basis for the Spelling lessons, however this is then differentiated and adapted for our unique pupils. Similarly we use Letters and Sounds as a basis for Phonics, which is supported by Jolly Phonics and Phonics Bug resources. The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings. A typical teaching sequence is as follows:

- Revise
Activate prior knowledge Revisit previous linked learning
- Teach
Introduce the new concept Explain
Investigate Model
- Practise Individual/group work
Extend/explore the concept independently Investigate
Generalise
- Apply/Assess
Assess through independent application explain and demonstrate understanding

Within the lessons, a focus is identified, followed by suggested teaching strategies. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings. Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught.

Impact:

Throughout the spelling curriculum we aim to improve the children confidence in spelling and writing which will help them with the other curriculum areas. We aim to ensure that pupils are secure in their Primary 'Spelling' knowledge to allow them to access the curriculum further when they progress into secondary.

- Pupils will be able to use different strategies to spell.
- Pupils will be able use the spelling strategies to improve their writing.
- Pupils will be able to use their spelling skills to read my confidently.
- Pupils will be able to use their spelling skills to develop the vocabulary knowledge.
- Pupils will be able to use a range of vocabulary in their writing.

