



**BRAILES CofE  
PRIMARY SCHOOL**



*Spelling*

## **Intent:**

At Brailes Primary School, our intent for writing is, *“to enable all children to find their voice and equip them with the knowledge and skills needed to express themselves clearly and accurately through spoken and written language.”* In order for this to be realised, it is essential that our pupils learn how to spell accurately. Children who can spell feel confident and are able to enjoy the writing process. They can be adventurous with their use of language and write with clear purpose and for pleasure. Most importantly, they can be understood.

We want our pupils to be equipped with the knowledge and range of strategies needed for accurate spelling and to be able to apply that knowledge when spelling words in their independent writing. We take an investigative approach to the teaching of spelling so that children notice patterns for themselves, internalise and understand our spelling system, as well as identify the many contradictions of the English language. We want our children to be curious, excited spellers, developing lifelong strategies for spelling effectively.

## **Implementation:**

These aims are embedded across our curriculum, explicitly within Book Talk, the Writing Process, and weekly spelling lessons, but also through the high priority that spelling and vocabulary is awarded across all areas of the curriculum.

Children from Reception to Y2 develop a sound knowledge of spelling strategies as part of the Read, Write, Inc programme which is delivered daily. Small groups and regular assessment ensure that children progress through the programme at a rate appropriate to their level of understanding. Children who are identified as requiring further support in phonetic understanding in KS2, also benefit from participation in the programme. All staff in school have been trained in the Read, Write, Inc programme (January 2024) providing consistency in its delivery across the school.

In Year 2 and beyond, a robust, investigative spelling curriculum (Essential Spelling) is delivered, building on the children’s phonetic understanding. At the start of the week, an investigation lesson provides children with the opportunity to notice spelling patterns for themselves, play with words and make connections between their existing knowledge and new knowledge. This is then followed by at least two review lessons in which students practise the new patterns. Regular retrieval sessions are also built into our long-term spelling plan which enables children to commit learning to their long-term memory.

Children who would benefit from additional support receive targeted spelling programmes as part of our SEND provision. This follows the termly cycle of ‘Assess, Plan, Do, Review’ and will be clearly communicated with parents/guardians.

## **Impact:**

As pupils move through our key stages, they develop, consolidate and secure the skills needed to spell accurately. They acquire these skills by exposure to high-quality texts through both our Book Talk and Writing Processes, and our explicit teaching of spelling.

Our established processes and ambitious curriculum encourage pupils to think creatively, to be adventurous with their use of language and to write with clear purpose.

Through our effective delivery of Read, Write, Inc. phonics, our robust, investigative spelling programme, established Writing and Book Talk Processes, and ambitious curriculum offer our pupils will:

- 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
- Find their voice by being imaginative, creative and challenging themselves

### **Teaching and Learning:**

Rosenshine's Principles of Review, Teach, Practice and Apply are used within our teaching of spelling in the delivery of both the Read, Write, Inc programme and Key Stage Two Essential Spelling:

- 1) **Review:** each lesson begins with a short review of previous learning., e.g. revision of previously taught sounds/words/affixes or revision of previous teaching linked to the sound/spelling pattern that is about to be delivered. Regular 'Review' lessons are built into the scheme to address common errors and misconceptions. This was identified as a priority in the Spelling Audit which took place during the Autumn Term: 2023.
- 2) **Teach:** teaching in the Read, Write, Inc programme is fast-paced and delivered to small groups to accelerate progress. In Years 2-6, the main teaching is done through an investigative approach where children have time to explore the spelling pattern, notice and make links. Explicit links are made to previous learning as children are challenged to think, *"What do we already know that might help us to spell words in this sequence?"*
- 3) **Practice:** daily practice is provided in the Read, Write, Inc programme and in Year 2 spelling. In Years 3-6, the longer investigative lesson is followed up with two shorter sessions which provide opportunities for deliberate practice. This can include a handwriting lesson.
- 4) **Apply:** children are given opportunities across the curriculum to apply their understanding. Teachers actively model making explicit links from spelling learning to other areas of the curriculum and children are rewarded for doing likewise. Children also have the opportunity to apply their learning each week through the seven spelling sentences that are set for homework.

### **Read, Write, Inc.**

Read, Write, Inc is delivered daily to small groups of children in Reception and Year 1. Children are grouped via regular assessment which take place at least every six weeks. Children who are identified as requiring further support in phonetic understanding in KS2, also benefit from participation in the programme. Teaching is delivered by Class Teachers and Teaching Assistants who receive regular coaching during 2024-25

### **Year 2:**

Year 2 spelling takes place daily (20 minutes every day). Any children identified as needing further phonics work, receive this in addition to the spelling work.

### **Years 3 - 6:**

Spelling is taught at least three times a week. This includes a longer investigative lesson (40 minutes) in which children have the opportunity to notice, internalise and understand the spelling system and build words for themselves. This is then followed by two shorter review sessions (15 / 20 minutes).

In addition to the Essential Spelling Scheme of Work, a week in each term (Autumn, Spring and Summer) will be set aside for the teaching of subject-specific vocabulary related to the current topic. The teacher identifies keywords that are likely to be misspelt and uses a week of spelling learning to address misconceptions. These will then be reviewed throughout the topic.

### **Teaching Sequence:**

<b>Academic Year:</b>	<b>Owls:</b>	<b>Badgers:</b>
2023 / 2024	Essential Spelling Year 3	Essential Spelling Year 5
2024 / 2025	Essential Spelling Year 4	Essential Spelling Year 6

All Year Group planning in the Essential Spelling Scheme builds in regular sessions for the review of previous learning, especially in the Autumn Term. All lessons also include two further sections: Minor Gaps and Major Gaps, to support the teacher in differentiating learning as needed.

### **Planning and Resources:**

- Read, Write, Inc resources are stored in between Rabbits and Squirrels classrooms. Regular coaching is provided by the Read, Write, Inc. leader (Steph Wilson) on Thursdays (10:10 - 10:30). If you have any questions regarding resources, please speak to Steph Wilson.
- Essential Spelling Scheme of Work and resources are available on the Brailes Shared Drive:  
Spelling - 2024/2025 - Essential Spelling Schemes of Work  
[https://drive.google.com/drive/folders/1-iRdTLcDsfUS6GIPq2tvSGF8JW65kpBO?usp=drive\\_link](https://drive.google.com/drive/folders/1-iRdTLcDsfUS6GIPq2tvSGF8JW65kpBO?usp=drive_link)
- The National Curriculum English Appendix 1: Spelling can also be used to support the planning of spelling in Years 2 - 6:  
[https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf)
- Year 3 / 4 Statutory Word List Grouped by Area:  
<https://www.risingstars-uk.com/media/Rising-Stars/Blog/Shareen-grid-Yr-3-and-4.pdf>
- Year 5 / 6 Statutory Word List Grouped by Area:  
<https://www.risingstars-uk.com/media/Rising-Stars/Blog/Shareen-grid-Yr-5-and-6.pdf>

## **Homework:**

Spelling Homework is set on Thursday and due the following Tuesday.

- Children in Years 2 - 6 are set a spelling activity to further investigate, practise or learn the words they have been investigating that week in school. A bank of activities is available in the Spelling folder on the Brailes drive.
- Y1/Y2 phonics practice: QR codes linking to videos shared on Seesaw to revise new sounds to be watched together weekly.

A Spelling Bee will be held every two years to raise the profile of spelling and celebrate success within the school community.

## **Assessment:**

Children in Reception and Year 1 will be formally assessed every half term by The Read, Write, Inc leader to ensure that they are in the phonics group most appropriate for their level of understanding. Movement between groups can take place more frequently, as needed, especially in Reception.

The majority of spelling assessment will take place through a teacher's marking of children's independent written work. This will inform future planning (especially those sessions set aside each term for review) and identify any children who need further support. Feedback to children will be provided by the school's marking policy and regular time is given within our Writing Process for children to self-edit, correct and improve.

At the end of every half term, a test of twenty words (chosen from that half term's teaching) will take place. This will enable the teacher to assess the learning from that half term, and identify any areas that need further review. This can be built into next term's review sessions.

Three times a year, (Autumn, Spring, Summer) children complete a GPS test as part of our Summative Assessment. Years 1, 3, 4 and 5 complete the Cornerstones assessments. Children in Years 2 and 6 complete past SATs papers. The scores are reported to the Senior Leadership Team.

All teachers attend both in-trust and consortium-led writing moderation in which they must present children's work to colleagues. Spelling is a key focus in this process.

Pupil Book Studies take place regularly and spelling accuracy remains a focus in all areas of the curriculum.

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## **References:**

Considine J. The Spelling Book: 2021

<https://spellwizards.co.uk/why-spelling-matters-for-primary-school-kids>

[https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf)

<https://www.hfleducation.org/blog/rosenshines-principles-instruction-applied-teaching-spelling>

<https://www.hfleducation.org/blog/introduction-essentialspelling-2021>