

Spelling

Learning to spell is a vital skill and something which needs practice. Learning to spell helps to cement the connection between the letters and their sounds and the learning of high-frequency word lists helps to improve both a child's reading and writing skills.

At BPS, we believe that spelling must be made interactive and enjoyable. Children only really become good at spelling by practising over and over again and this is best done in fun and interesting ways. The programmes used, and class spelling boxes full of games and engaging activities, help us achieve this.

It is important that our children apply their knowledge of spelling in their writing rather than seeing spelling as a separate entity. Therefore, our marking policy recognises the need to highlight incorrect spelling to children in their class work. It is also recognised that highlighting a large amount of spellings on every piece of work can detract from the main learning intention. As a result, class teachers will highlight, where appropriate, a few incorrect spellings with a focus on high frequency words and 'expected' spellings for each individual year group.

Reception

In Reception we introduce the children to the individual letters of the alphabet and the sounds that they make during 'Wordtime' sessions. These are based on the Read Write Inc Spelling Programme which is used throughout the school and covers all the National Curriculum word structures and spelling requirements. As children's awareness of letter sounds develops, they will begin to read simple words and more recognisable words will appear in their writing. Children are encouraged to 'have a go' at writing the words they want to say and are praised for their efforts in producing phonetic spellings. By the end of the year, all letters of the alphabet and their corresponding sounds, as well as some 'Special Friends' (ch, sh, th), will have been covered in addition to some high frequency words.

Key Stage 1

In Key Stage 1 children are exposed to alternative spellings for specific sounds, for example, ay, ai and a-e all make the long a sound. Wordtime sessions continue in Year 1 and a new list of high frequency words become a focus. At the end of Year 1 the children will have a phonic assessment which will require them to read real and fake words based on all 40 sounds. As the children move into Year 2, in addition to using phonics to spell, they learn the spelling rules specified in the National Curriculum using the Read Write Inc. Spelling Programme. The children are also required to learn a statutory list of common exception words. The spelling rules and words learnt in each unit are consolidated through weekly homework using a 'Spelling Log Book'.

Key Stage 2

In Key Stage 2, children continue to be taught spellings through the Read Write Inc Spelling Programme. Each year group has an individual number of units to cover, but the sequence of activities are the same in each unit and these are based on a continuous cycle of: learn

something new, practise, consolidate in context, review. At the end of each unit children take their Spelling Log Book home with new spellings to learn. We encourage our children to practise spelling their words at home with their parents using strategies that have been developed in class. In addition, teachers ensure children are making progress in the learning of the statutory word lists for Year 3 and 4 and Year 5 and 6. These word lists are a mixture of words that children frequently use in their writing and those which they often misspell.