



### **Mission Statement:**

*We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.*

*'Let your light shine before others...'*

*Matthew 5:16*

### **Statement of Intent:**

At St Uny CE Academy, it is our intent that our pupils will be able to read and write fluently, be adventurous in their language choices, and write for pleasure by the time that they leave us. For these aims to be realised, it is crucial that our pupils are provided with the knowledge and skills to spell accurately. It is our intent to provide pupils with a knowledge of morphology (word structure) and orthography (spelling structure) through regular, engaging, multi-sensory spelling sessions. It is our intent to encourage pupils to apply their spelling knowledge in all areas of their independent writing and to equip pupils with a range of skills and approaches to tackle the spelling of more ambitious and unfamiliar words. We want to develop the provision of spelling to allow children to effectively communicate their ideas and to take delight in the patterns and contradictions of the English language.

### **Approaches to Spelling:**

#### **EYFS and KS 1 –**

In EYFS and KS1, our pupils follow a high-quality, systematic programme of phonics teaching following the *Read, Write Inc* teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling, and handwriting. We encourage all our pupils to apply their phonic knowledge when spelling.

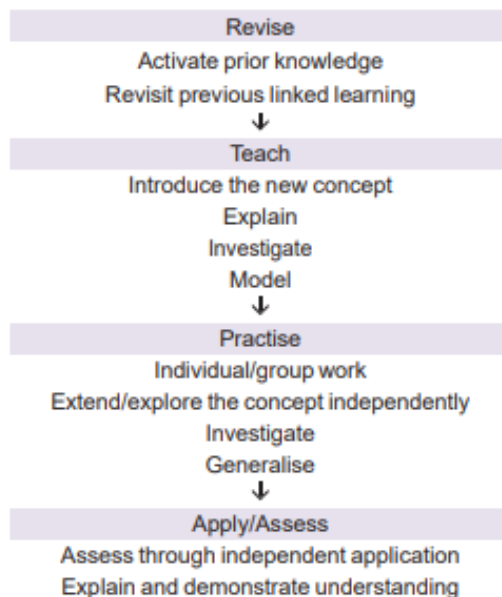
By the end of year 1, it is our expectation that the majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of year 1 are given additional support and intervention.

From year 2 onwards, pupils are taught the age-related spelling content using a published scheme '*No-Nonsense Spelling*'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year, and supports our teacher with the teaching of spelling.

### **Organisation of No-Nonsense Spelling:**

In year 2 and KS2, pupils participate in 5 spelling sessions per week – with one session involving a test on the recent spelling rule.

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised, and then applied and assessed. Frequently, there is also a '*Revise*' session before the teaching session. A typical teaching sequence is as follows:




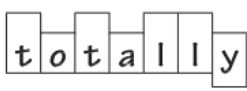
Within the lessons, the particular focus is identified, followed by suggested teaching strategies.

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.

### Strategies for Learning Spellings:

Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. Moreover, we promote the learning of spellings through the use of multi-sensory strategies – including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spelling.

The following strategies are introduced incrementally through the ‘*No-Nonsense Spelling*’ programme and can be used to support pupils’ spelling across school and at home.

Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>	Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
	<p>Words without vowels</p> <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ _ ld</p>	Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.          Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.          If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>	Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>Making up memorable 'silly sentences' containing the word</li> <li>Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>Clapping and counting to identify the syllables in a word.</li> </ul>	Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i/ phoneme.          This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
		Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

## **Assessment**

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. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words