

Spelling at Goosewell Academy

At Goosewell Academy, we follow the 2014 National Curriculum. In this document, there are specified spellings, rules and patterns that must be taught in each year group from Year 1 to Year 6. You can find more information about this on our website by following either 'Parents – Curriculum – Literacy' or 'Pupils – Year Pages'. In September 2017, we introduced a spelling scheme, produced by Rising Stars, which supports us with our long term planning for when the spelling objectives are taught.

Glossary: CEW = Common Exception Words

Tricky Words = Words which are not phonetically decodable, e.g. the, your, said

RM = Response Marking is when a blue highlighter is used to indicate to a child that they need to correct a spelling (see Marking and Feedback Policy)

LSCWC = Look, Say, Cover, Write, Check

Segment = Splitting a word up into the sounds that make it e.g. d – o – g

Year Group	How Spelling is Taught and Assessed in School	Spelling Homework
Foundation Stage	<ul style="list-style-type: none"> Phonics and early key words are taught using the Letters and Sounds programme. Phonics forms an integrated part of all of the children's learning but specific phonics sessions take place daily. Children are taught and encouraged to segment using the sounds that have been taught to help them spell new words. Jolly Phonics actions are taught to support learning. 	From Term 3 onwards, some tricky words are sent home for the children to learn.
Year 1	<ul style="list-style-type: none"> Phonics is taught daily in discrete sessions. Spelling is taught in a discrete session each week. Bookmarks of Y1 CEW, as well as Phonics phase words, are used in the classrooms and sent home for children to learn. Children are taught and expected to apply their phonic knowledge, as well as spelling rules, which they have been taught through phonics, to help them spell a growing number of words correctly in their independent writing. Once a week, the children complete an activity called 'Rainbow Writing', during which, the children write their weekly spelling words using a range of coloured pens. 	From Term 1, Year 1 send home CEW on Friday, to be learnt and the children are tested the following Friday. When all CEW have been tested, Year 1 children are then sent home the days of the week. From Term 5, Y1 CEW are tested and words highlighted that they need to learn. This is sent home to practise and the CEW are then tested again at the end of the term.
Year 2	<ul style="list-style-type: none"> Spelling is taught in a discrete hourly session each week. During weekly handwriting sessions, spelling words are written. CEW for both Year 1 (revised) and Year 2 are taught and then tested termly. Children are taught and expected to apply their phonic knowledge, as well as spelling rules, which they have been taught through phonics, to help them spell a growing number of words correctly in their independent writing. 	5 weekly spellings are set on Thursdays, to be learnt at home, and tested the following Thursday. The words chosen link to the spelling objective that has been taught recently as a reinforcement of class learning. At the end of each term, the children are tested on the Year 1 and 2 word list. Personalised lists are then sent home for you to support your child's learning.

Year 3	<ul style="list-style-type: none"> Spelling is taught weekly and there is usually a recorded task completed in Writing Books. The children complete LSCWC booklets daily. Weekly spelling tests are completed on Fridays. Spelling is also assessed within the children's writing. The children are expected to use, and spell correctly, words from the Year 3 and 4 word list (available via our website). 	Weekly spellings are set on Fridays, to be learnt at home using a LSCWC grid, and tested on the following Friday. The words chosen link to the spelling objective that will be taught the following week.
Year 4	<ul style="list-style-type: none"> Spelling is taught in a discrete hourly session each week and there is usually a recorded task completed in Writing Books. The children complete LSCWC booklets daily. Weekly spellings are tested on Thursdays. Spelling is also assessed within the children's writing. The children are expected to use, and spell correctly, words from the Year 3 and 4 word list (available via our website). 	Weekly spellings are set on Fridays, to be learnt at home, and tested on Thursdays. The words chosen link to the spelling objective that has been taught recently as a reinforcement of class learning.
Year 5	<ul style="list-style-type: none"> Spelling is taught in a discrete hourly session each week and there is usually a recorded task. The children complete LSCWC booklets daily. Weekly spellings are tested on Fridays. Spelling is also assessed within the children's writing. There is a significant focus on the Year 5 and 6 word lists however, we also must ensure that children retain and apply spellings from the Year 3 and 4 word list in their writing. 	Weekly spellings are set on Fridays, to be learnt at home, and tested on the following Friday. The words chosen link to the spelling objective that has been taught recently as a reinforcement of class learning.
Year 6	<ul style="list-style-type: none"> Spelling is taught in a discrete hourly session each week and there is usually a recorded task completed in Writing Books. The children complete LSCWC booklets daily. Weekly spelling tests are completed on Fridays. Spelling is assessed discretely as part of the SPaG SAT and we have four Assessment Weeks throughout the year. Spelling is also assessed within the children's writing. There is a significant focus on the Year 5 and 6 word lists however, we also must ensure that children retain and apply spellings from the Year 3 and 4 word list in their writing. 	Weekly spellings are set on Mondays, to be learnt at home, and tested on Fridays. The words chosen link to the spelling objective that has been taught recently as a reinforcement of class learning.

Whole School

- Each classroom, from Year 1 – Year 6, has a 'Spotlight on Spelling' laminate to write what the focus spelling pattern or rule for the week is. This reminds the children to look for words which follow this rule whilst looking at a shared text or during independent reading.
- In whole class reading sessions, the children identify words that they do not know the meaning of which are discussed and added to a vocabulary wall in the classroom. The children are encouraged to use these words in their writing and to spell them correctly.
- It is expected that children will learn and apply their learned spellings, patterns and rules in their day to day writing.
- Each term, children from Year 1 to Year 6 have a spelling test as part of a SPaG assessment.
- Learning at home, and practising, is an essential way to help your child's writing to develop and improve.

We value your continued support in helping your children to learn at home.