

Cardinham Primary School

Learning to Spell in Key Stage 1 & 2

Pupils learn to spell so that they can write down their ideas fluently and confidently. At Cardinham, we understand that some pupils seem to absorb correct spelling of words, with no apparent effort, during the course of their reading. The majority, however, need to invest more time and practice in learning to spell. At Cardinham Primary School, we believe that learning to spell is about learning strategies, patterns, rules and guidelines that apply to whole groups of words – and applying these to make sensible and reasoned spelling choices.

**Spelling in the Context of Writing**

Children’s growing understanding of why words are spelt in a particular way is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their own work. This process is supported through:

* **Shared writing:** The teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills.
* **Guided and independent writing:** Children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation.
* **Sentence of the Day:** Each day, children apply spelling rules, punctuation and handwriting to a single sentence each day – in Year 1, this takes place within phonics. Children will see the target words written in joined script during these sessions as frequently as possible and to practise writing words sing joined script themselves.

**Proofreading**

Children need to be taught how to identify mis-spelt words in their own work (proofread) as part of the writing process. This process should start during Year 2 and run throughout Year 3 so that children become increasingly confident in their ability to check and correct their work. This starts with demonstration in shared writing and is then applied in independent writing.

A teaching sequence for proofreading:

**1. Preparation:** Towards the end of a unit of work, after the children have revisited and revised their work in terms of structure and content, sentence construction and punctuation, the teacher selects an example of one child’s work, writes it out and makes a few changes so that it is not immediately recognisable.

**2. Shared writing:** Read through the work as the children follow, explaining that you are looking for a particular type of spelling error, related to specific recent teaching focuses (e.g. the spelling of -ed endings). Think aloud as you identify each error and go through a routine:

– Underline the part of the word that you think is wrong and explain your doubts;

– Try out an alternative spelling – does it look right?

– Check from another source, e.g. words around the room, another child, spelling log, dictionary

– Write in the correct spelling.

Repeat this until the target words have been corrected. Are there any patterns in these errors? Is there a strategy that would help us to avoid the same errors in future? (e.g. consonant doubling for short vowels).

**3. Independent and guided writing:** Children repeat the same process for their own writing. Less confident writers can be supported in this process with guided writing sessions.

**Marking**

Marking provides the opportunity to see how well individuals understand and apply what has been taught and should always relate to the specific focus for teaching.

**Set clear expectations when children start to write:** Remind them of the strategies, rules and conventions that they can apply. Expectations and marking will reflect the children’s cumulative knowledge but the marking should not go beyond what has been taught about spelling. Ensure that the children know what the criteria for success are in this particular piece of work, e.g. Now that you understand the rules for adding -ed to regular verbs I will expect you to spell these words correctly.

**Analyse children’s errors:** Look closely at the strategies they are using. What does this tell you about their understanding? e.g. ‘jumpt’ instead of ‘jumped’ – child is using phonological knowledge but does not yet understand about adding -ed to verbs in the past tense.

**Errors should be marked by underlining them or placing sp in the margin, as an indication that you expect the pupil to correct the error and practise or learn the word so that it is not misspelt again. The number of words to be corrected in a piece of writing should be limited to five.**

**Responding to marking:** Pupils must be given time to respond to marking by making the correction requested.

1. Look at how you spelt the word and work out where the mistake is. Pupils use an age appropriate strategy such as spelling logs, phonetical awareness, sound mats, displays or dictionaries.

2. When you know the correct spelling, write it in. Write it either above the mistake or in the margin using a purple pen.

3. Add it to your spelling log in your English book (see next page) and make sure you don’t make the same mistake again.

**Spelling Log**

|  |  |  |  |
| --- | --- | --- | --- |
| Aa | Bb | Cc | Dd |
| Ee | Ff | Gg | Hh |
| Ii | Jj | Kk | Ll |
| Mm | Nn | Oo | Pp |
| Qq | Rr | Ss | Tt |
| Uu | Vv | Ww | Xx |
| Yy | Zz |  |  |

**Spelling Programme**

Cardinham Primary School adopts The Spelling Shed program for the majority of pupils. The Spelling Shed scheme aligns with the English National Curriculum ensuring 100% curriculum coverage and is a structured wholeschool scheme designed to develop pupils’ spelling skills and knowledge systematically and progressively. The spelling programme should be introduced once pupils have a basic understanding of letter – sound relationships and have reach the Summer Term in Year 1. Year 1 start on Stage 1 – Lesson 22. After this, Year 6 are assigned Stage 6, Year 5 are assigned Stage 5 and so on.

**Timetabling and Organising Sessions:**

All incorporated within ‘Sentence of the Day’.

**Stage One:** Teach. Introduce, demonstrate and explain new spelling focus. Home learning: send a list of spellings home via The Spelling Shed app, up to 10, with a short explanation as to the spelling focus for this week. Explain that the assessment at the end of the week will include at least five of these words.

**Stage Two:** Practise. Learn the correct letter formation of each of these words within ‘Sentence of The Day Word’.

**Stage Three:** Apply. Pupils use what they have learnt in a writing activity ensuring they understand the correct definition.

**Stage Four:** Assess. Pupils are given a spelling test out of five of the ten spellings sent home on Monday. Five spellings from previous weeks are also used to ensure learning has been retained. Errors are to be corrected using ‘purple pen’ and recorded on personal spelling log. Teacher to note errors and revisit either individually or as a groups/whole class.

**Assessment**

**Ongoing assessment –** Through daily marking, should go across all writing not just in English lessons.

**Weekly Assessment –** Dictation sentences include target words relating to current focus and words introduced previously, to check learning has been retained. Short spelling test of 10 words.

**SEND**

Nessy Reading and Spelling – a personalised learning platform that provides children with individual spelling targets that aims to ‘plug the gaps’ from previous years – is used on two occasions:

1. Where learners are not able to access the scheme through having additional needs.
2. When learners’ self-esteem is decreasing as they are consistently attaining low marks on spelling assessments.

Teachers who feel pupils require this platform will need to discuss with SENDCo and English Coordinator.