



Spelling at Easington Church of England Primary School



Why is spelling important?

Accurate spelling is the cornerstone of effective communication. For this reason, a consistent approach to the teaching of spelling is crucial. In Easington Church of England Primary School we use Spelling Shed to assign spellings for homework which is linked to the Sounds Write approach of teaching phonics.

When does spelling take place?

In EYFS, spelling takes place in the form of the phonics sessions using the Sounds Write approach. During this session the children both read and write the words with specific sounds from the 'set' they are working on.

In KS1, whilst children continue to work through the Sounds Write phonics scheme, they begin to learn the formal spelling rules and statutory spelling words relating to their year group. This takes place in the form of a daily spelling session. During this time children will revise the spelling rule through whiteboard work, dictations and locating spellings in context. This will then inform the spelling list that they are given on EdShed. In Year 2 this lesson takes place from within the Basic Skills session from 10:00-10:30. Year 1 completes daily spelling in English books (Ludwig) focus on Year 1 Common Exception Words and on Friday (13:45-14:00) - Ed Shed spelling rule (linked to phonics wherever possible).

In KS2, spelling takes place 09:15-09:30 daily in Year 3 and 4 . In year 4 and 5 this takes place at 12:15-14:00 on Friday. In Year 6 this occurs daily from 13:15-13:30. This will be recorded in their spelling book. They will also revise statutory spellings relating to their year group. During the Basic skills session children will complete their handwriting which will also include some of the spelling words that they are learning, or some of the statutory spelling words.

If it is found that a child has a specific issue with a spelling rule then they will take part in interventions.

What does spelling look like?

Spelling should take place on whiteboards and in Basic Skills books. It is an expectation that they record the short date at the top of their work and that they complete spelling work daily.

A guide to weekly activities would look like the following:

Mon - no formal recording of spellings. Teaching the rule and some practical spelling activities on whiteboards etc.

Tue - review of the spelling rule then look, cover, write, check activity completed to be stuck into Basic Skills books.

Wed - review of the spelling rule then look, cover, write, check activity completed to be stuck into Basic Skills books.

Thurs - review of the spelling rule then dictation activity completed to be stuck into Basic Skills books.

Fri - Spelling hive completed - this may need to be at different times during the day to accommodate I pads, particularly in KS2 this could be part of the Reading Plus slot. Year 1 would record this spelling test on paper.