

Spelling At Lawn

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Intent Statement

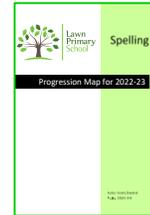
The aim of the spelling curriculum at Lawn Primary School is for children to develop effective spelling strategies that will enable each individual learner to access the curriculum. The aim is that these strategies will become automatic and instinctive for learners. In order to do this, we ensure that a staff have a consistent approach to the teaching of spelling lessons, which are explicitly and discretely taught daily throughout the school. By the end of Key Stage 2, spelling should have developed to the point that it becomes automatic and children should be able to recall a large number of words from memory.

Implementation: Scheme

In EYFS2 and Year 1, children follow Little Wandle's phonics progression of learning (see the Phonics at Lawn document) and Year 2 children build on this knowledge using the LW Spelling programme. From Year 3 through to Year 6, teachers follow the structured whole-school progression map, informed by the NC for English Appendix 1.



Little Wandle



Implementation: Planning

In FS2, Y1 and Y2, spelling planning is provided by the Little Wandle for Letters and Sounds scheme. Opportunities to enhance cultural capital is planned into the continuous and enhanced provision.

Y3 to Y6: The Lawn Spelling Progression Map informs weekly revisit and teaching sessions.



Implementation: Curriculum links

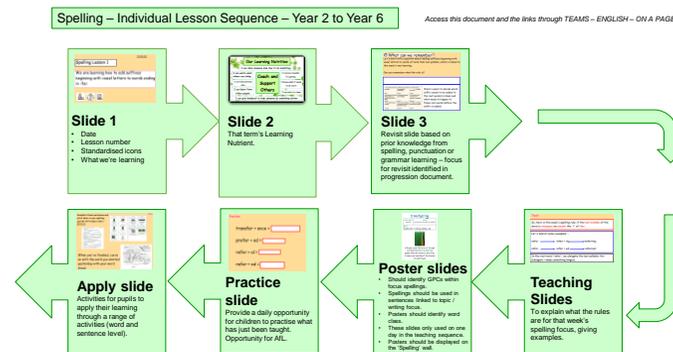
Spelling at Lawn has its foundations in the teaching and learning of phonics, with constant reference to phonemes, graphemes and other aspects of phonics instruction. Children can therefore make links between what they're being taught and what they already know.

Vocabulary-rich classrooms which display words for all areas of the curriculum encourage the correct spelling of words being used in written work. Posters made each week for the spelling lessons will link to writing units.

Implementation: Resources

- Little Wandle Letters and Sounds Revised – fully comprehensive scheme with resources provided (FS2, Y1 and Y2).
- In spelling lessons, the most important resource is that of the teacher's knowledge, skills and understanding of the phases and terminology taught through phonics as well as prior learning from the English National Curriculum Appendix 1.
- Each week's spellings (and spelling rule) are sent home on a Monday so they can be practised.
- Dictionaries / thesauri – available and children know how to use them. QR codes for online versions stuck in books for easy use with iPads.

Implementation: Lesson Sequence



This flow chart shows the sequence of lesson slides for individual spelling lessons for Y3 to Y6. FS2, Y1 and Y2 sessions are informed by the LW programme.

Implementation: T&L / Pedagogies

In FS2, Year 1 and Year 2, spelling sessions are grounded in the learning of the Little Wandle Letters and Sounds Revised scheme.

Spelling sessions are delivered using a range of teaching techniques: written activities, oral activities and games.

Lessons are planned to align with the objectives for the National Curriculum set out in English Appendix 1: Spelling. By the end of Key Stage 2, spelling should have developed to the point that it becomes automatic and children should be able to recall a large number of words from memory.

Regular and explicit reference is made through the year groups right up to Year 6 to terminology, knowledge, skills and understanding learnt through phonics instruction from FS2 and Year 1.

Spelling At Lawn

Implementation: Environment



- Use 'washing lines' so that the weekly spellings can easily be displayed.
- Each 'poster' to include the spelling, definition or synonyms, use of the word in a sentence (related to the writing unit or topic) and an image to accompany the sentence.
- Spelling-rich environment to include CEW mats in table boxes and posters of regularly misspelled words (e.g. homophones) clearly displayed and referred to. Children should be taught how to use their environment's spellings.

Implementation: Feedback

- A system of codes are used in all exercise books (including maths) to draw children's attention to errors in spelling for them to address independently.
- Positive praise.
- Reminders about known GPCs and similar words.
- Self-assessment and peer assessment to identify and correct misspelled words.
- Whole class feedback.
- Writing assessed each term.
- Weekly spelling tests inform pupils and teachers how well they're learning their spellings and where any areas of difficulty are.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Children with additional needs are given targeted and bespoke support.
- Those children for whom phonics hasn't worked (or isn't working) take part in a RIWI intervention with fully trained teaching staff.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Use of Digital Learning to enhance the writing process through research, editing and publishing.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Quality-first teaching strategies to support all learners.
- Phonics instruction is the foundation of all spelling teaching and learning.

Implementation: Response to Covid

2021-2022

Transition conversations ensured that teaching was informed by issues and barriers experienced by the 2020-2021 teaching year. The Progression Map for Spelling was adapted for that period to provide for a 'recovery curriculum' and was therefore revised for 2022-23 to reflect progress.

Impact: Assessment

FS2, Year 1 and Year 2: Six-weekly LW assessments inform next steps and AfL occurs during each RP session.

Y3 to Y6: Weekly spelling tests based on that week's learning – recorded on TEAMS.

Y3 to Y6: Termly spelling tests (20-word) based on that term's learning and added to the Punctuation and Grammar score to give an overall SPaG level – recorded on Insight.

Y3 to Y6: Termly Progress Test comprising of 50 words from your year group's spelling rules. This test is administered as a baseline in September and then again for the Autumn, Spring and Summer assessments. It is always the same 50 words. Record this progress test data on TEAMS.

End of Key Stage (Y2 and Y6) SATs tests provide nationally published data.

Impact: Monitoring

- Lesson slide reviews – does what is recorded on the 3-week writing unit mirror what is on individual lesson slides?
- Monitoring of weekly and termly progress of recorded spelling test data on TEAMS.
- Lesson observations and drop-ins
- Pupil voice
- TT Partnership Reviews
- Summative assessment outcomes (data from NTS analysis or SATs)
- Pupil Progress narratives

Impact: Evidence

Children leave Lawn Primary School as confident spellers, or they know strategies to use in order to identify and correct spellings.

Data on TEAMS shows consistently high weekly or termly averages. It also identifies where a particular spelling rule may not have been embedded and so needs to be revisited at a later date.

Progress tests show an increase term-on-term of numerical outcomes.