**Our Approach to Spelling at Galmpton**

**KS1 Spelling**

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| **Phonics** |
| Children have daily RWI phonics lessons where they practise phoneme-grapheme correspondence in reading and in spelling. Children build on their understanding of letters and sounds over the year in line with RWI expectations. Children are encouraged to use their understanding of phonics when spelling, using segmenting strategies for independent writing. |
| **Spelling Rules** |
| Children in Year 2, following our writing progression document based on the National Curriculum, receive a weekly spelling lesson focussing on a specific spelling rule. |
| **Modelled Spelling** |
| Teachers model how to be selective spellers. They do this by thinking out loud about grapheme-phoneme correspondences and highlighting to children tricky parts of words. Teachers give tips and tricks to help children retain tricky word spellings. These strategies are used in both reading and writitng sessions every day. |
| **Assessment** |
| Children’s spelling is assessed weekly, and for some children daily. Teachers monitor spellings in children’s work and collect common mistakes for children to practise at home and in class. These spellings are adapted for our children who struggle with spelling as well as for children who find spelling easier. We complete precision sessions for children who need additional support. |

**KS2 Spelling**

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| **Personal Spellings** |
| In KS2, children are assigned six personal spellings. These are six words that children have misspelt previously – either in their writing or from half termly common exception word assessments. Children record these words in their reading journals and take them home to practise. Children have the opportunity to practise their spellings at school and are encouraged to identify the tricky part of these words in order to aid memory. |
| **Spelling Rules** |
| Using our writing progression document based on the National Curriculum, children receive a spelling lesson where a spelling rule is explicitely taught each week. A range of resources are used including the Jane Considine approach to spelling. Children often improve their spelling in early morning tasks. Our KS2 children often ‘spuddy up’ with a spelling partner to peer assess. |
| **Modelled Spelling** |
| Teachers model how to be selective spellers. They do this by thinking out loud about grapheme-phoneme correspondences and highlighting to children tricky parts of words. Teachers give tips and tricks to help children retain tricky word spellings. |
| **Assessment** |
| Children’s spelling is assessed weekly, with some children completing daily asessments. Teachers carry out half termly common exception word assesment and a GAPS assessment once a term. Children also test each other on a weekly basis on their personal spellings. |