

**New Spelling Approach Across School**

**13th January 2022**

Dear Parents,

**Why the new spelling approach?**

We are adopting a new spelling approach throughout school. As English leader for writing in school, it is my job to monitor writing across the school. After discussions with staff, book dips and pupil voice it came to our attention that many of our children struggle to learn their spellings and or use them in their writing correctly and consistently. We are finding that many children will learn their words for the test but then a few weeks later they are spelling them incorrectly in their writing. With this in mind, I have been working with our School Advisor and a new approach was suggested for us to explore. Willow have been working on the new approach since the November with some success and we have decided to roll it out across the school.

**Pupil Voice**

When we talked with the children we found out that the children, who were good at spelling, did not mind being tested on a Friday but did not like it if they got one wrong. However, the children who were average or it was an area of difficulty, said that they worried about them all week and dreaded the test on a Friday. With this mind, we needed to look at other methods and ways to make learning to spell more enjoyable and effective for our children.

**In School**

**Blossom and Willow**

In school, your child already has daily phonic/spelling sessions (30 minutes per session) where phonics and spelling patterns are taught and practised. Over the week, the children learn to read and spell many words with the spelling pattern in various different ways – oral, visual and kinaesthetic activities.

**Birch and Oak**

Your child will now be having daily spelling sessions where the spelling patterns and rules will be taught and practised throughout the week. (30 minutes per session).

**For example this week Year 2:**

**‘g’ saying ‘j’ as in giant** (words that have ‘i’, ‘e’, ‘or’, ‘y’ after the g)

**‘c’ saying ‘s’ as in city** (words that have ‘i’, ‘e’, ‘or’, ‘y’ after the c)

The structure we use for each session is:

**Review –** review patterns from week or day before

**Teach** – teach the new phonics or spelling pattern(s)

**Practice** – Children practise to read and spell the words – e.g. look, cover, write and check, word activities

**Apply –** Use in verbal or written ways

**At home - Homework Format – SPELLING INVESTIGATORS**

See Year 2 example below:

Your child will be set their phonic/spelling pattern for the week on TEAMs (***Reception*** just reading).

**Phonic/Spelling patterns of the week**  - **Alternative pronunciations**

**g as in giant**

**g making the j sound**at the beginning (words that have ‘i’, ‘e’, ‘or’, ‘y’ after the g)

*I saw a big friendly giant in the woods.*

Example words **- *giant, gem and germ***

**Class Target Spelling Board Words –** ***going, went, when, said***

**Weekly Tasks - Spelling Investigator**

1. At home throughout the week, find some more words with the spelling pattern(s) of the week. **NO** more than 10 words.
2. Your child must be able to:
* Read the words
* Spell the words  - (decodable - Year 1/2)

 eg g i n g er or g er m

* + Know the meaning of the word
	+ Use the words in a sentence verbally
	+ Be able to use the words in a written sentence

1. Your child needs to make a note of their words and be ready to share them at school throughout the week. Their words can be either added to their Teams spelling homework page, written on a piece of paper or shared verbally. Your child homework will be looked by a member of staff but not marked in a formal way.
2. At the end of the week the class teacher will dictate some sentences to your child’s year group using some of the words from the week that have been explored at school and at home. This dictation will also include the classes spelling target words and common exception words for their year group.

**Where can my child find the words?**

* Reading book
* Own books
* Library book
* Magazine
* In the environment
* Dictionary
* Online – keep safe!

**In School - Spelling Target Board – Tricky words or commonly misspelt words.**

Up to four common words that are regularly, being misspelt in class will be displayed on a target board. These words will be revisited constantly throughout the week and the children will be expected to write them correctly in their work. For example, at the moment Willow have – ***going, went, when, said*** on their boardas these are being misspelt regularly. Once the majority of the class can spell them correctly, the words will be put on the outside of the target board and more words will added to the target board.

**At School - Common Exception Words – see attachments**

Two/three of these words will be a focus for the week at school and visited on a regular basis. Please practise reading your common exception words at home.

**At School - Assessment NO MORE TESTS ON A FRIDAY!**

This will take place in the form of a dictation of a few sentences with words that contain the spelling pattern of the week and the common misspelt words on the class target board that week. Also, by looking in the children’s books, we should be able to see that they are spelling the words correctly when they use them.

The staff and I are looking forward to exploring this new approach to spelling across the whole school with your child(ren). Thank you for all your support and cooperation with this new approach. If you have, any questions please just speak to me, your child’s class teacher or drop us an email.

Miss Margetson