

Spelling Expectations at CPS 2019-20

At CPS we believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Learning to spell is a process of learning then applying patterns to new words.

EYFS & KS1

- Children take part in a daily discrete phonics session, using Read Write Inc to determine the order in which phoneme grapheme correspondences are taught
- All phonics sessions include an element of decoding and encoding
- Key phonemes are displayed in class and referred to regularly in the wider curriculum
- Spellings sent home are based on taught phonemes
- From Year 2, children apply their knowledge of phonemes to a range of spelling rules. Spelling Shed is used to determine the rules taught and to ensure progression across the key stage
- Children learn spellings and phoneme/grapheme correspondences in a variety of different ways, e.g. through games and activities alongside learning by rote

Key Stage 2

- Spelling rules are introduced and taught through two discrete spelling sessions each week
- Spelling Shed is used to determine the rules taught and to ensure progression across the Key Stage
- Children learn spellings in a variety of different ways, e.g. through games and activities alongside learning by rote
- Spellings for the week should be clearly displayed on the English working wall, with the spelling rule highlighted in a different colour. The rule should be referred to regularly across writing sessions
- All children should receive a set of spellings focused on the same rule. Spellings may be differentiated by number of spellings given or complexity of the words
- Spellings will be tested in different ways: dictation, formal tests, use of spellings within context of longer pieces of work