

What does Spelling look like at BPSP?

OUR BIG MISSION Using a phonics-based/ pattern seeking approach to spelling to develop:

- **STICKABILITY** - Helping children to see links/connections
- **AUTOMATICITY** - Building confidence in choices and speed of recall

Creating brave spellers, with the ultimate goal of improved spelling in independent writing



Weekly spelling lesson

- 1 hour per week
- Phonics/rules-based approach taken from National Curriculum objectives
- Investigative, active-learning approach
- Spelling homework task applying lesson objective

Spell-It-Out Words

- 'If I know one word, I know many'
- 10 words per fortnight
- Selected from High-Frequency and commonly misspelt words, words taught in Spelling lessons and words from National Curriculum Statutory Words Lists
- Words engaged with and repeatedly referred to across the curriculum to learn and to generate other words that follow same pattern/rule
- At end of fortnight, low-stakes test called Go Grapheme Grafters where children revise, spell, then brainstorm other associated words with same pattern/rule

Focus Five - Personal Spellings

- 5 words that children have misspelt in their own work and/or words from SIO list
- child's responsibility to highlight/underline with when used independently
- correctly used x3 teacher signs it off and it is replaced

A consistent approach to supporting spelling

- Phonics-first approach, using Speed Sounds phonics chart, visible in classroom at all times
- Super Spellers' Strategy:
Say word, sound it out (Robot arms), which parts do we know, use phonics and other strategies for the parts we don't know, record whole word
- 'Dot not dodge' / underline tricky bit
- rehearse 3 possible spellings
- use dictionaries
- High expectations
- Spelling feedback
- Classroom support – word banks, topic words, Suffix Superheroes display, Speed Sounds