

**The vision for Spelling at Totley All Saints**

**Vision**

Spelling is a vital part of language development, enabling us to communicate effectively through reading and writing. Our vision is to equip students with a deep understanding of spelling concepts and patterns, empowering them to apply these skills confidently in their writing. Through targeted instruction and hands-on practice, we aim to build a strong foundation in phonics, word structure, and language rules, enabling learners to recognize and apply spelling patterns effectively. By fostering critical thinking and problem-solving in their approach to spelling, we prepare students to become proficient, independent spellers capable of tackling new words with ease. At Totley All Saints, we want to empower our children to unleash their creativity in writing without being held back by concerns over spelling. We believe every child deserves the freedom to focus fully on expressing their ideas, confident that they have the tools and understanding to spell with ease. Our goal is to instil the skills and patterns that make spelling second nature, allowing our young writers to pour their energy into the art of storytelling, creativity, and communication.

**Process:**

**Key Stage 1**

This is achieved through the teaching of early reading, where children develop an understanding of spelling patterns through focused instruction in early phonics. Daily practice of high-frequency words and key vocabulary, linked to class topics, helps pupils recognise spelling patterns and the letters that form each word. Spelling lists are sent home for additional practice, while in-class activities such as dictated sentences and low-stakes quizzes give teachers the chance to identify confident spellers and provide targeted support where needed.

**Key Stage 2**

In Key Stage 2, we maintain a rigorous approach to teaching spelling patterns using the Read Write Inc. Spelling program. Spelling patterns are taught explicitly through focused activities, allowing pupils to practice and internalise these patterns. High-frequency words are reinforced through a variety of engaging activities, followed by low-stakes quizzes each week that assess both spelling patterns and topic-specific vocabulary. Where needed, targeted interventions are provided to ensure all pupils progress through each year with a deeper and more comprehensive understanding of spelling.

|  |  |  |
| --- | --- | --- |
| **Session** | **Activity** | **Structure** |
| 1 | **Speed Spell** (retrieval)  **Spelling Zone** | * Choose 3-4 words that the children found challenging in the unit and 2-3 words from their general writing in the last week; show the word. Use MTYT to say each word. Hide them & ask children to write them.   ***Give opportunity for some dictated sentences in some of these sessions to ‘test’ the word/s within a sentence. There are additional dictation sentences for extra practice in the RWI Consolidation Sessions Online.***   * Share the video to introduce the focus for the new spelling unit. Children participate in MTYT responses with the character and TTYP to repeat the key rule/rhyme. TTYP read the key information together & complete the Spelling Zone activity (model 1 or 2 before the children complete this independently). Display the words for children to check their spellings. Children self-mark carefully and circle errors, ***rewriting the whole word.*** |
| 2 | **Rapid Recap**  **Dots & Dashes**  **Word Changers**  **Red & Orange Words** | * Use flashcards or the online file; children TTYP to recall the focus and any key rule/rhyme/phrase, chorally. * Display the online table for children. Look at the example given and model identifying the sounds and graphemes in the first independent word. Children dot and dash the graphemes in the words & write the total number of sounds. Self-mark against the answers and make any corrections. * Remind children what a root word is (the root gives the most meaning to the word and doesn’t have a prefix attached to the front or a suffix to the end). Explain – many new words can be built by adding prefixes and/or suffixes to root words. Where appropriate, explain how the word class can change (e.g. an adjective *kind* can become a noun *kindness*). Model how to complete the Word Changers table for 1 or 2 words. Recall any Tips or Weird Word Warnings. ***Directly teach strategies that will help children to spell the root words as well as the inflection (see EEF guidance below):***     Use the online resource to reveal the answers cells. Children tick or correct their own tables and make any corrections.   * Red words are common words that have an unusual spelling of a particular sound (common exception words taken from NC). Orange words are common words that are often misspelt by adults (taken from NC word lists for Y3-6). Red and Orange words are taught throughout the week. ***Children recall the spellings of Red and Orange words in the Jumping Red & Orange words activity. RWI guidance for orange/red words; create a mnemonic (use sparingly), say it silly pee-op-ll (people), words with same patterns.*** |
| 3 | **Words to Log and Learn**  **Dictation** | * Children choose 5 words from Dots & Dashes and Word Changers that they found challenging. Circle the part of the word that they have found challenging. TTYP to explain why this is so and how they will remember to spell these words. Add it to their spelling log book (slim orange spelling book). * Partners take turns to give the sentences for dictation from the back of their Practice Book with their partner watching carefully and helping them to check the sentence (tick, circle or correct each word). *There are additional Challenge dictation sentences on the online resource for fast finishers.* |
| 4 | **Four-in-a-Row**  **Choose the Right Word** | * Partner 1 chooses a word from Dots & Dashes or Word Changers that they think will challenge their partner. Partner 2 writes the word without looking back in their book. Partner 1 helps to check the word and tick one of the shapes if it is correct (if not correct, helps partner to correct the word). Swap and keep taking turns. * Explain – like humans, words have relatives. In a word family, all the words are related to each other. Knowing how to spell one member of the word family can help you to spell its relations/inflections e.g. joy, joyfully, joyfulness. In Year 2, this is a class activity using just the Online resource. From Year 3, the online resource can be used to demonstrate the activity which children will complete in Practice Books and then to check answers as a class. Drag various options into the sentence and think out loud to show children how to select the correct word (e.g. ‘The pupil is *concentrated* on her work.’ That isn’t right because *concentrated* is written in the past tense and the sentence is in the present tense, so I need to choose the word *concentrating.* Let me try that out). |
| 5 | **Team Teach** | * In groups of 4-6, take 10 of the words children have found most challenging from the Word Bank (Online file – unit words or red/orange words flashcards). * Model how you order the words into levels of difficulty by identifying the challenging part of each word. Children work together to order their words. Explain that they must come to an agreement on the order. * An elected leader stacks the words with the easiest on top and calls the words for the group to spell, one at a time, allowing the group to check their spelling after each one. * Order the words into difficulty again, making changes where relevant to which words they found challenging. |
| 6 | **Jumping Red/Orange words** | * Decorate an empty show box and label it as a ‘Jumping word box’. * Keep a log of Red/Orange (or other), words that children are misspelling frequently. * Place these ‘jumping words’ on flashcards and into the box. Each week, choose six of these words to teach. * Read out six of the words and ask children to write them in their Practice Book. * Display the words and ask children to tick or circle, and correct. Explain that the words can only ‘jump’ out of the box when you feel everyone can spell them confidently. The must go back in again if they are misspelt in future written work (teacher holds onto them in case). * In their spelling log, children can note any Red/Orange words that they want to practise and ones that they already know. |