



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

SPELLING IT OUT...

An information guide for parents



This information guide seeks to inform you as to our rationale and our procedures with regard to the teaching and learning of spelling at Buckingham Park. If anything is unclear, please do speak to your child's class teacher.

Introduction

Although there are many aids to spelling in this electronic age, being able to recall correct spellings from memory is an important part of writing.

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

Decodable and Tricky Words

When we teach phonics throughout the school we are teaching reading, writing and spelling. Children are taught to 'segment' words into their sounds (phonemes) before writing them down. Many of the most frequently used words can be spelled in this way – these are 'decodable words'.

There are other words which are not spelled as they sound – these are 'tricky words'. We teach these throughout our phonics sessions from Reception onwards.

High Frequency, Word Lists and Word Patterns

High Frequency Words are the words that appear most commonly in writing. There is a list of the 'first 100' words and then a list of the 'next 200' – in total, 300 words which appear the most in text.

Word Lists have been created as part of the National Curriculum. These words, for children in Year 3 and upwards, are useful for writing and must be learned so that children can accurately and consistently spell them in their written work.

Word Patterns help us to see connections and spelling patterns. Children may look at a particular prefix or suffix, a spelling 'rule' or words from the same root.

Teaching of Spelling at Buckingham Park

Reception

Children will continue to learn spelling as part of their daily phonics session. At home, children will be asked to read books regularly and also to read 'set' words. Children who are able to read 'set' words accurately will also be encouraged to write them with accurate spelling.

Key Stage 1 (Years 1 and 2)

Children will continue to learn spelling as part of their daily phonics session. This will help them to understand the relationship between the letters and groups of letters in words (graphemes) and the sounds they make (phonemes).

We also aim for children to be consistently reading and spelling the 'first 100' high frequency words by the end of Year 1, and the 'first 300' by the end of Year 2. Of course, there will be some children who exceed that target, and others who need further support.

To support this, we have put the 'first 300' words into lists of 10 (there are 30 lists in total). Children will bring a spelling book home which will contain the lists we expect them to learn. These will gradually increase until your child has all 30 lists in the book. Please note that we want the children to consistently spell these words correctly in their written work, rather than simply learning them for a 'test'. To this end, we will assess children's ability to spell all the words up to and including the list that they are on, rather than just the most recent 10 words sent home.

Key Stage 2 (Years 3 to 6)

Children will continue to learn spelling as part of their English lessons. Once children are able to accurately and consistently spell the 'first 300' words, children will move on to looking at the National Curriculum 'Word Lists' as well as looking at spelling and word patterns and rules.

Children will bring spellings home to learn as part of this work, appropriate to their stage of reading and spelling ability.

How parents can help

Reading

Reading is absolutely key in terms of children learning to spell. The more that children see a word correctly spelled, the more likely that the visual memory will support good spelling. Please continue to read regularly with your child using:

- Books that can be shared and enjoyed together
- Texts that your child can read using his or her phonic knowledge
- Posters, road signs, magazines and anything else!

Writing

We want children to become great writers! Great writing is not just about spelling so, whilst we would increasingly expect children to spell words accurately, we also don't want to interrupt the flow of amazing ideas unnecessarily or limit children's enthusiasm for writing. This means that we have to have a good balance between picking up on spelling, and rewarding fabulous ideas, content, structure and so on. As a general rule, we would want children to accurately spell all the words that they have learned through spelling sessions, and have a 'good try' to segment and write unfamiliar words.

Spelling book, high frequency words and word lists

Children in Reception will be bringing home 'set words' to read. Alongside reading these words, we will encourage children to have a try at writing them (reading always comes first). Increasingly, the attention will shift to spelling the 'first 100' as children progress through the year.

From Year 1, children will bring home a spelling book in which word lists will be stuck. Children should focus on the most recent list, whilst always continuing to practise previous lists too.

Information on our School website

In our 'Home Learning' page (under the 'parent' and 'curriculum' headings) you will find this information and also all the word lists which we will be using. We will also add some useful links. Please let us know if there is any other information which you would find useful.