



# SMART Approach to Spelling

September 2022

Guidelines for staff and pupils to ensure consistent approach to Spelling across school.

## Structure of Lesson

### How often should I teach spelling?

There should be a timetabled slot to teach spelling for 10-15 minutes each day. It should be taught separately to your writing lesson.

### Baseline Assessment

During the first week back, all children will be tested on the Common Exception Words (CEWs) from their current year group. They will be tested on whether they can read the words and if they can spell them. Please use this [document](#) to assess them. The spelling baseline should be completed as a whole class (no more than 15 spellings at a time) and the reading baseline should be done 1:1 with TAs.

Children who are significantly lower and likely to score low on their year group words will be given a 0 on their assessment sheets showing that they cannot access that year group. Any children who cannot access spellings for their year group will be given words from a lower year group and given shorter tests.

### Autumn Term

During Autumn term, spelling lessons will focus on teaching children how to spell the CEWs for their year group. At the start of each week, choose 6 spellings (KS1) or 10 spellings (KS2) for the children to be tested on at the end of the week. A MME will be sent home along with spelling [homework](#). Throughout the week children will work through the spellings in the spelling lesson.

Spelling sessions should consist of a range of different games/techniques for them to learn those spellings. Repetition is key in the progress of learning to spell. See the [presentation](#) for further guidance on spelling games.

#### For example:

Monday – Log the words for the day together and discuss the meaning of the words (dictionary activity for older year groups)

Tuesday – pyramid spell the words.

Wednesday – Crosswords/Word searches

Thursday – Look/Cover/write

Friday – Test - pyramid spell incorrect words

All spelling practise to be on a whiteboard or on paper. There is no expectation for this to be recorded in books.

Each week a spelling score should be recorded [here](#) to track the progress of the pupils. Any children scoring low consistently on weekly tests will need short, sharp spelling interventions.

Teachers will pick up any frequently misspelt CEWs when marking in all lessons.

At the end of Autumn term, children will repeat complete an assessment where they will spell all the CEWs for their year group. Their scores will be recorded on the assessment marksheet.

### Spring Term

During Spring term, we will follow the Read Write Inc Spelling from Y2 onwards. Children in Y1 continue learning how to spell CEWs and words containing the 40 phonemes.

Children in Y2 onwards will be given a practice book which they will fill in throughout the term. Any work that refers to writing in logbooks will be completed in their writing books.

Each year group should have the following:

- A teacher handbook
- Year 2 – Practice Book 2A and 2B
- Year 3 – Practice Book 3
- Year 4 – Practice Book 4
- Year 5 – Practice Book 5

- Year 6 – Practice Book 6
- Online subscription to the Read Write inc Spelling [Oxford Reading Owl Online](#)

## Planning

Teachers will work on a weekly cycle with each unit lasting one week.

The timetable should be as follows:

Session	Session 1	Session 2	Session 3	Session 4	Session 5
Activity	Speed Spell Spelling Zone* Dots and dashes*	Rapid Recall* Word Changers*	Words to log and learn+ Dictation	Four-in-a-row Choose the right word*	Team Teach Jumping Red/orange words Spelling Test+

\*Online Activity +Complete in writing book

Details of all activities are in the spelling handbook pages 15-24.

Please make sure that unit numbers and sounds are recorded on your timetables.

## Suggested 6 week cycle:

### Year 2 (Practice book 2A)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-programme activities	Unit 1	Unit 2	Unit 3	Unit 4	Special focus 1,2
					Practice test
					Consolidation
					Spelling challenge

### Year 3

Year 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1	Unit 2	Special focus 1	Unit 3	Unit 4	Practice test
		Consolidation			Consolidation
					Spelling challenge

### Year 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1	Unit 2	Special focus 1	Unit 3	Unit 4	Practice test
		Consolidation			Consolidation
					Spelling challenge

### Year 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1	Unit 2	Special focus 1,2	Unit 3	Unit 4	Special focus 3,4
					Practice test
					Consolidation
		Consolidation			Spelling challenge

## Year 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1	Unit 2	Special focus 1,2	Unit 3	Unit 4	Special focus 3,4
					Practice test
					Consolidation
		Consolidation			Spelling challenge

This is a 12 week scheme so will last Spring Term - please adapt to best suit the needs of your class.

At the end of the Spring term, children will complete another assessment spelling to CEWs for their year group. Their scores will be recorded on the assessment marksheet.

## Summer Term

In Summer term, we will focus on the gaps in the children's learning – both from RWI spelling and CEWs. Teachers should group words together that they are continuing to spell wrong and complete the same process from Autumn term (spelling games etc.) This is also time to consolidate learning – make sure they can read and spell these words. Teachers should set challenges with the words e.g. put all the common exception words in a box can they pick one out and write a sentence using it etc.

At the end of Summer term, children will complete a final assessment of CEWs for their year group. The score will be recorded on the assessment marksheet.

## Homework

Each week, children should be sent home a list of words to practise spelling (6 for KS1, 10 for KS2). These should be sent on the homework [format](#) and a MME should be sent to parents.

## Word Mats

Word mats have been created for each year group, they can be found [here](#)

Word mats need to be out in all lessons so children always have access to their year group spellings. We should hopefully see an improvement in tests scores and then this should transfer into their books also.

## Word Walls

In the classroom, find space to display words that you children are learning as you progress through activities.

Ensure you are displaying:

- Red and orange words
- Exciting words that will extend children's vocabulary.

Remove words from your wall display when you feel children are confident spelling them, to make room for others.

