

# Spelling Curriculum at Pyrford Primary School

## Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Pyrford, spelling is an integral part of writing. We intend our school leavers to be accurate spellers, when writing for a variety of audiences and purposes. In order for children to be successful spellers, we believe they need to develop the skills of proof-reading and editing.</p>	<p><b>Common exception words/ statutory word lists</b>            Children have a personal copy of the word list they are learning in the front of their English/ SPAG book. They are tested half termly and the words they are able to spell are highlighted (a different colour for each half term). Two or three times a week (usually for early morning work), children will practise spelling a few words from their list accurately. They use a variety of muscle memory methods for this, including rainbow writing, look say cover write &amp; check, pyramid writing. All children from year 2 upwards have a Spelling Shed account to encourage them to practise these words at home too. When children have learnt all the words from their list they move up to the next list or onto words which follow the spelling patterns taught in their year group.</p> <p><b>Spelling patterns</b>            We follow the Rising Stars spelling scheme. Children will be taught in a weekly 30-minute lesson. The spelling pattern/ focus words will be displayed on the English working wall and these spelling patterns referred to whenever possible in English and other lessons, as appropriate.</p> <p><b>Feedback</b>            When children are making spelling errors with words they have previously learnt or current focus words, these will be written by the teacher in the margin or at the end of the work. Children will then be given time to practise spelling these words in order to overwrite the spelling error in their memory with the correct spelling.</p> <p><b>Editing</b>            Children spend one lesson every three weeks editing their extended, independent writing. This always includes proof-reading to check for spelling accuracy. They use a green pen to show their corrections and improvements.</p>	<p>The main intended impact of our spelling teaching is for children to become effective communicators. In addition to this, most pupils at Pyrford will not only achieve the age appropriate standard at the end of Key Stage 2, but will also be enabled to:</p> <ul style="list-style-type: none"> <li>➤ Write at length with accurate spelling.</li> <li>➤ Proof-read their writing to identify spelling errors and correct them.</li> </ul> <p><b>How does school measure impact?</b></p> <ul style="list-style-type: none"> <li>➤ Half termly assessment of writing by teachers includes a spelling assessment focus.</li> <li>➤ Children are tested termly on spelling, within the GaPS test (Rising Stars Assessments).</li> <li>➤ The Subject Leader will monitor spelling provision through monitoring books and planning, learning walks and pupil voice interviews. These inform the whole school spelling strategy.</li> </ul>