



St Gregory's Catholic Primary School

Spelling Intent, Implementation & Impact



Spelling Intent:

At St Gregory's Catholic Primary School, our intent for spelling education is to develop students' linguistic skills in a structured and engaging manner, ensuring that every pupil achieves a high level of proficiency in spelling. We aim to:

- **Promote confidence and competence** by cultivating a strong foundational understanding of phonetics, rules of spelling and etymology that empowers children to spell accurately both in their writing and in everyday communication.
- **Foster lifelong skills** by equipping pupils with the ability to successfully communicate their thoughts and ideas, thereby enhancing their literacy abilities and academic confidence.
- **Encourage a love of language** by inspiring interest in words and their meanings, promoting a rich vocabulary and a passion for reading and writing.

We align our curriculum with the National Curriculum for English and adapt it to meet the specific needs of our diverse pupil demographic, including those with special educational needs (SEN) and English as an Additional Language (EAL).

Spelling Implementation:

To ensure effective delivery of our Spelling Curriculum, we implement the following strategies:

Sequential and systematic Phonics programme:

We follow Read Write Inc. – a structured Phonics scheme that progressively enhances students' phonemic awareness. Practitioners are trained to provide explicit instruction and effective modelling of spelling strategies from an early stage.



Read Write Inc.
Phonics

Targeted Spelling Curriculum:

Weekly spelling lists are provided, which incorporate high-frequency words and challenging words that align with students' age and developmental stage. We incorporate these lists into both pupils' learning in school and home learning to ensure frequent exposure and increase the likelihood of retention.

Engaging learning activities:

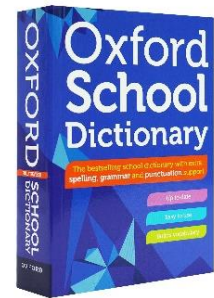
Varied teaching methods are employed, including games, hands-on activities, and digital tools to make spelling activities interactive and enjoyable e.g. word searches,

missing letters/words, anagrams, problem-solving games, the use of dictionaries, etc. We aim to vary our teaching methods to meet the differing needs of our learners.

Resources to support pupils' spelling in class:

All pupils have access to 'Have a Go Sheets' in class. When they are unsure on a spelling, they simply 'have a go' on the sheet and check with a peer or class teacher to see how close their initial attempt is. The aim of these sheets is for children to not be afraid of getting a spelling wrong. Subsequently, this encourages our pupils to use a wider range of more ambitious vocabulary in their writing.

Pupils in our KS2 classes also have access to dictionaries to check the spelling of new vocabulary. Dictionaries are also used regularly by pupils in their weekly Reading lessons to clarify the meaning of unfamiliar vocabulary. This regular use of dictionaries ensures that our pupils become highly proficient in using them with increasing independence as they progress through the school.



Regular assessments and feedback:

Frequent assessments of our pupils' spelling attainment are integrated into our Writing lessons. How this is done can vary (e.g. mini-assessments, weekly spelling tests, termly spelling assessments, etc.) based on what class teachers deem to be age-appropriate for their specific year group. This allows teachers to monitor progress and adjust instruction accordingly. We provide constructive feedback that highlights strengths and areas for improvement.

When teachers mark their pupils' work across the curriculum, they regularly provide 'Next Steps' related to spelling. The word in question is highlighted in **PINK** for the child to check again. Where appropriate, pupils may be provided with scaffolds to support them e.g. r_ _nd to support a pupil to spelling the word round correctly.

Parental involvement:

We actively engage parents in their children's learning by providing resources and guidance on how to support their child with spelling at home. Weekly spelling lists/activities are sent home; families are encouraged to practise these spellings with their children using whatever methodology they believe to be the most effective. Class teachers can provide advice or additional resources if this is something that our families require support with. Practising spellings at home should not be a daunting task for our pupils or their families, but a positive experience to share their learning.

Spelling Impact:

The impact of our Spelling Curriculum is evident in the following outcomes for our pupils:

- **Improved spelling proficiency:** By effectively implementing our Phonics and Spelling Curriculum, pupils demonstrate continuous improvement in spelling.
- **Enhanced writing quality across the curriculum:** Through the integration of spelling across all subjects, we see an improvement in pupils' writing quality across the curriculum – not just in Writing lessons. As they are able to express their ideas more clearly and accurately, they demonstrate increased creativity and confidence.
- **Positive attitudes towards writing:** Pupil surveys and classroom observations reveal a strong enthusiasm for spelling among students, with many expressing a desire to explore new vocabulary and engage in writing tasks.
- **Inclusive learning environment:** We successfully support the diverse needs of our learners, including those with SEN and EAL, which is reflected in their engagement and progress in spelling compared to their peers.
- **Sustained professional development:** Our staff regularly engage in professional learning opportunities focused on spelling instructional techniques, fostering a culture of continual improvement and a shared commitment to excellence in teaching. They are encouraged to seek support from the English Subject Leader if they have any queries regarding teaching strategies or how to support specific needs.