**Newhampton Church of England**

**Schools Federation**

**Spelling**

**‘Ready Steady Spell’**

**Growing together in strength, love and wisdom, we shine.**

**“Let your light shine” Matthew 5:16**

**Ready Steady Spell at Newhampton**

School Context

We have high expectations in writing and believe that good spelling underpins a child’s enjoyment, confidence, and accuracy in writing. When a child lacks confidence and fluency in spelling it can form a barrier when writing across the curriculum. It can also impact on self-confidence and can limit outcomes in writing at the end of KS2. Spelling is an essential skill that allows children to communicate their understanding in writing.

Intent

At Newhampton we believe that all our children can become fluent, confident, and competent spellers. We encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. For these aims to be realised, our pupils must learn the knowledge and skills to spell accurately. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their writing.

To ensure this happens we teach using Ready Steady Spell. This is a systematic spelling program which covers all the National Curriculum objectives cyclically.

The progression document systematically develops children’s understanding of morphological and phonological spelling knowledge and rules, as appropriate, and builds upon previous learning incrementally as they move through school. Children are also taught a range of engaging and interactive strategies which can be used to support recall of spellings and moving spellings into the Long-Term Working Memory. Ready Steady Spell also supports in transition into Y6 through the use of spelling journals, children identifying own misspelling and the teaching of editing skills etc in Year 6 term 2.

We have a skilled English Lead across the Federation who is responsible for Ready Steady Spell, monitoring and supporting the practice and ensuring the high-quality teaching of the program.

Implementation

**Year 2**

Daily Lessons

* Spelling is taught daily, for 20 mins. We begin this the first week of term.
* Built into the program is a review session every Friday, alongside regular review, and assessment weeks, so that we have a clear understanding of where our children are at and what further teaching, they may need to allow them early success.
* The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise, and Apply and cover CEW’s, strategies to support remembering the spellings, teaching of rules where appropriate, and application into writing.
* We follow the Ready Steady Spell progression document through Year 2 which covers all the National Curriculum (2014) expectations and sets out what is to be taught and when.
* The objectives are returned to within and across the year group three times to ensure that spellings are embedded.
* We have a weekly spelling test. This is in addition to the lesson. The spellings are set out within the program and are based on what has already been taught and CEW’s for the week. Children will not be asked to spell words they have not previously been taught and exposed to.
* We send home parent sheets weekly which provide the words for the spelling tests and the strategies that have been suggested to support their learning. These will be discussed, explained, and shared with parents so that home-school links can be developed and so that parents are clear on the best ways to support their child(ren) in embedding spellings.

**Years 3 -6**

Lessons

* Spelling is taught 3 times per week. This begins in the first week of the Autumn term.
* Built into the program is a review session every Friday, alongside regular review and assessment weeks, so that we have a clear understanding of where our children are at and what further teaching, they may need to allow them early success.
* The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover Statutory Word List words, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.
* In summer 2 for Year 4, and Spring 1 and 2 and Summer 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of KS2 content domains.
* In Year 6 Summer 2 term Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc.

We follow the Ready Steady Spell progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and sets out what is to be taught and when.

The objectives are returned to within and across year group three times to ensure that spellings are embedded

We have a weekly spelling test at the end of each week. This is in addition to the lesson. The spellings are set out within the program and are based on what has already been taught and Statutory Word List Words for the week. Children will not be asked to spell word they have not previously been taught and exposed to,

We send home parent sheets weekly which provide the words for the spelling tests and the strategies that have been suggested to support their learning.

These will be discussed, explained, and shared with parents so that home-school links can be developed and so that parents are clear on the best ways to support their child(ren) in embedding spellings.

Ready Steady Spell: Go

* Any child who is identified as requiring additional support will receive immediate intervention through the Ready Steady Spell: Go sessions. These are in addition to their Ready Steady Spell lesson.
* The sessions are 15 minutes long and are three times per week
* The sessions use the same procedures, resources, and materials as Ready Steady Spell but with more repetition and scaffolding with a fully trained adult.
* Children with common and specific difficulties are taught in small groups/1:1 using the Ready Steady Spell: Go materials.

**Why is spelling important?**

*“….learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they’re confident spellers, they’re also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell.”* ***James Clements (Oxford Education)***

***EEF Improving Literacy in KS1***

***Recommendation 6***

* *Spelling should be explicitly taught.*

***EEF Improving Literacy in KS2***

***Recommendation 5***

* *Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils’ spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.*

Impact

**Assessment**

Formative

* Daily formative assessment is built into the Ready Steady Spell teaching sequence and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the Ready Steady Spell: Go sessions
* The weekly Friday session allow opportunities to review and identify gaps in learning that will then be addressed in the Ready Steady Spell: Go additional sessions
* Ongoing observations of children during the spelling lesson to inform gaps in learning and broader application of skills and knowledge across the curriculum

Summative

* Regular five or six weekly assessments take place as identified in the Ready Steady Spell progression document. These weeks will be used to assess progress and identify children who need further group/individual support.
* The assessments will be shared with the English Lead/Assessment Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%