



May Park Essential Spelling Statement

Essential Spellings Years 2 –6

The Essential Spelling scheme fits wonderfully for May Park Primary provides excellent links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. Throughout the planning, the extended titles: "**Revisit, Explain, Use; Teach, Model, Define; Practise, Explore, Investigate; Apply, Assess, Reflect**" have been used to indicate the full purpose of each section this includes:

- Approximately 30 spelling sequences across each year group, each sequence is delivered over the week taught and is designed so that each sequence follows the previous sequence.
- Each daily session: four times weekly, takes around 15-20mins. The fifth session is the weekly spelling assessment which includes dictation sentences.
- The Essential spelling scheme (developed by Herts for learning) focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just a list of words given for that week.

This is implemented from the start of each academic year from Year 3 to Year 6 and at the start of the Spring term for Year 2 to follow on from our SSP Little Wandle Phonics Scheme which commences in Nursery through Reception and Year 1 to the end of Phase 5 in Year 2.

The Teaching Process

Wherever possible, all children should take part the sequence of learning, regardless of prior spelling attainment. The review section always tracks back to prior learning and the teach section introduces new learning and strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

Review Section: There is an emphasis on the review stage of the teaching process as this tracks back to prior learning. This is not 'What are we learning this week?' but rather 'What do we already know to help us spell words in a sequence?' This allows teachers to regularly use assessment for learning assessing previously covered words form a year group or phase prior, rules for spellings such as prefixes or suffixes.

Minor and Major gaps sections: these resources are available for teachers to provide for those children who could be working on words, within the year group but need additional support. They may have EAL or identified cognitive difficulties in their learning.

The **Major gaps** section is then used as the focus during the **Practice and Apply** parts of the lesson. It is important that groupings are fluid and meet the needs of the children in a



particular area. The same learning objective is accessed but the ideas and scaffolds are used to support children and review on a lesson-by-lesson basis.

Teaching Section: This section Introduces new learning as well as teaching strategies for spelling. It also provides teachers with the knowledge to unpick and understand the learning behind each lesson.

Practice Sections: These contain resources that are used to support learning. There are resources provided but other apps or IWB resources can be used.

Apply Sections: These follow a regular pattern of children discussing their learning and spelling words in the context of short sentences.

Spelling tests: are completed weekly but must also include dictations as well as previous spellings learnt which help children to bring words from short-term into long-term memory.

10 words are sent home for homework each week. These include 6 new spellings, 2 previously learnt spellings and 2 tricky words. Each test includes dictated sentences (Year 2 – one sentence, Year 3 and 4 – two sentences, Year 5 and 6 - three sentences).

Talking Partners: it is imperative that children talk through successes and mistakes with a partner and can identify the spelling pattern or rule they may have forgotten or missed.

Pupil Voice: children are encouraged to articulate their learning throughout the sequence so teachers can identify difficulties or misconceptions.

This resource is designed for children to build on prior learning, make connections with existing knowledge and learn strategies which will help them to apply learnt patterns and processing of spelling to improve their ability to spell accurately.