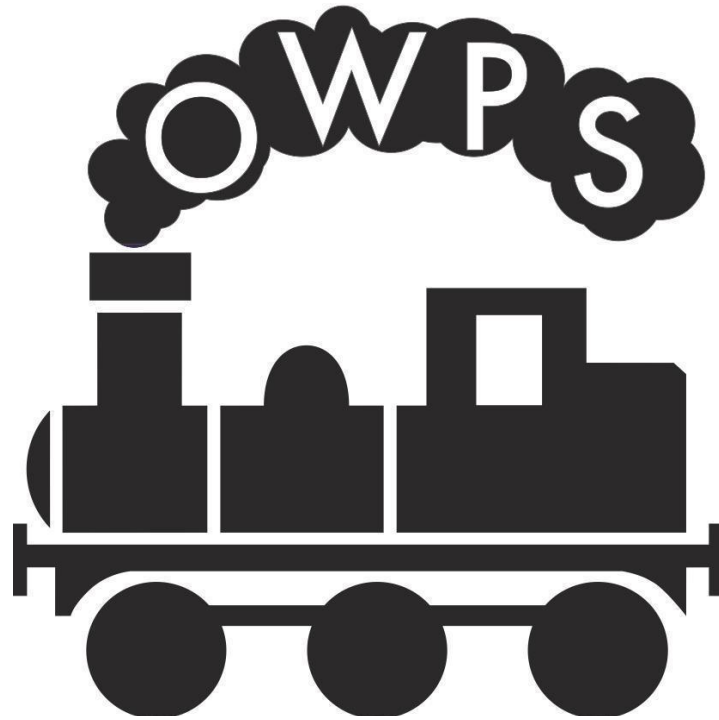


Orton Wistow Primary School



What does spelling look like?

At Orton Wistow Primary School, we endeavour to deliver a rich and varied English Curriculum, in line with national expectations. Spelling is an area, which has been developed to lead on from the phonic requirements of KS1.

We aim to develop confident, fluent and enthusiastic spellers by the time they leave Primary School. Spelling takes place explicitly through daily skills sessions (which focus on handwriting, spelling and phonics) as well as embedded within all other areas of the curriculum, where an emphasis on a rich and varied vocabulary is placed.

This document will outline how spelling is taught across our school.

R.Tansley
May 2023


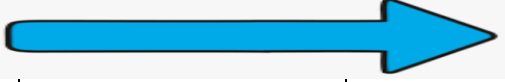



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Spelling Mapping Overview

Spelling is taught through means of phonics in Foundation Stage through to Year 2, following the Government approved scheme chosen by OWPS. This begins at Phase 2, as Phase 1 should have been covered in preschool/nursery/playgroup, however, depending upon the needs of the cohort, Phase 1 may be revisited in EYFS, especially for children with additional or complex needs. Rhythm and Rhyme activities (Aspect 4 of Phase 1) are already a routine part of the school day in EYFS. Further information on this can be found in the **'What does Phonics look like?' document.**

As the children progress into the second half of Year 2 and into KS2, the programme stipulated by Vocabulary Ninja is used to teach spelling, with alternative provisions made for those pupils who have been identified as having spelling difficulties.

	Autumn	Spring	Summer
FS	Revisit Phase 1 Phonics Teach Phase 2 Phonics	Teach Phase 3 Phonics	Revisit Phase 3 Phonics Teach Phase 4 Phonics Start at: Level 1 Pie Plath (Sir Linkalot)
Year 1	Revisit Phase 2 Phonics Teach Phase 3 and 4 Phonics	Phase 5 Phonics Taught	Start at: Level 1 Key Keats (Sir Linkalot)
Year 2	Revisit of Phase 6 Phonics	Start at: Level 1 Water Wells (Sir Linkalot)	
Year 3	Start at: Level 1 Wild Wilde (Sir Linkalot)		
Year 4	Start at: Level 2 Christmas Carroll (Sir Linkalot)		
Year 5	Start at: Level 2 Great Grimms (Sir Linkalot)		
Year 6	Start at: Level 2 Blue Blyton (Sir Linkalot)		

How We Teach Spelling

Here at Orton Wistow, spelling is taught in one of 3 ways, depending on the needs of the pupils in our classes and whether they have an explicit dyslexia diagnosis or not. For the majority of pupils spelling will be taught via whole class teaching using Sir Linkalot -<https://app.sirlinkalot.org/> . Phonics will continue as normal up to and inclusive of Year 2, but Sir Linkalot should also compliment, not complicate what is already being done.

If a child has a diagnosis of dyslexia, then as a school we have a duty to provide additional intervention to support that pupil with their spelling difficulties. These children will remain on the Supported Spelling Programme, which is already happening at Orton Wistow. This intervention is usually carried out by Unit TA's, who will assess, support and set targets, suited to the specific need of the individual. These targets should be communicated with the class teacher, who can then support the word lists being worked on within the classroom.

Any other pupil, who the class teacher identifies as having significant spelling difficulties, but no official diagnosis, yet the class teacher feels needs some extra spelling support will complete 'SNIP'. This is an intervention designed for the pupil/s to complete independently as morning challenges/in quiet reading time and should only take about 5minutes per day. All it would require is a quick pre and post teach test of 9 words each week (Monday and Friday) from either the class teacher or other available adult.

More information about these programmes can be found below.

Sir Linkalot Spelling Programme

<https://app.sirlinkalot.org/>

For the majority of pupils at Orton Wistow Primary, spelling will be taught via a whole class approach using Sir Linkalot - a spelling resource that 'revolutionises how children learn key elements of literacy, spelling tricky words; homophones, vocabulary, punctuation, grammar, rules, patterns and etymology.'

This programme isn't designed to follow particular spelling patterns, though does gradually cover all of the statutory word lists as each 'bundle' of words is taught. Each word is supported by a short animation that helps the pupils to find 'links' within words and creates a visual aid for helping to remember how to spell challenging vocabulary.

This programme is also supported by 'Sir Linkalot's partner in crime, Lady Lexicographer (aka Susie Dent from the smash-hit TV quiz show 'Countdown', whose favourite book is a dictionary, she will reveal the origin of certain words...that have an interesting story to tell; including prefixes.'

Each 'bundle' consists of 20 words and should be taught over a 2 week period (10 words per week). Ideally there should be a quick 10 word spelling test at the start of the week, the animations for those 10 words watched at every spare few minutes throughout the week and then another quick test of the 10 words at the end of the week. The next 10 words to complete the 'bundle' will then be focussed on in week 2.

Each week the 10 focus words can be used as the weekly 'shine a light' words too, to encourage practice in other contexts.

There is no expectation that these spellings are to be set as homework, though we have one whole school code, which can be shared with parents so they have access to the animations. You may wish to share the 'bundle' title that your class is working on via Twitter - just to inform parents.

SNIP Spelling for Interventions

SNIP Spelling is an intervention that can be used for pupils, who may have spelling difficulties, though no official diagnosis for dyslexia. It is very manageable and requires pupils to take ownership of their activities for the majority of the time, completing tasks daily - perhaps during registration times.

The programme has been developed by Phil and Carol Smart - qualified dyslexic tutors, who were both classroom teachers for many years before specialising in addressing the barriers to learning experienced by children and young people. During their time they discovered a need to locate a programme that was the 'best fit' in meeting the needs of pupils with literacy difficulties, and this resulted in their development of a resource that:

- Had a rapid success rate.
- Was practical in its delivery.
- Was enjoyed by pupils.

So what does SNIP do? Well, the programme is aimed at increasing reading and spelling and uses the primary high frequency words (HFW). These words are grouped by selecting those that visually look different to each other. It is felt that this programme is appropriate for pupils of 8+ with standardised literacy scores of 80 or less, who have already been exposed to effective phonic/literacy teaching but are still struggling. The programme approaches literacy acquisition at the word level and addresses the gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make up of words as they break up the target word).

The SNIP programme provides a high level of over-teaching – absolutely key to ensuring recognition and fluency. Words are grouped so that they are not phonically similar as research suggested that when this was done, pupils quickly learned that they only had to listen for the first sound and then copy the rest of the word. For example: night, right, light - no useful learning is taking place in this case.

The research carried out has highlighted that by using the SNIP programme, over a 4 year span the average improvement for all pupils was slightly more than 10 months a year in spelling and 12.1 months in reading. This included the pupil with the most significant need (statement for significant learning difficulties) who averaged 3.5 months a year in spelling and 4 month a year in reading and the most improved pupil who averaged 14 months a year in spelling and 19 months a year in reading.

The programme needs to be delivered at one pack each week – slower than this and progress will be not sufficient to ensure increased levels of progress. Most pupils will need the over-learning necessary to make sure the spellings are automatically recalled.

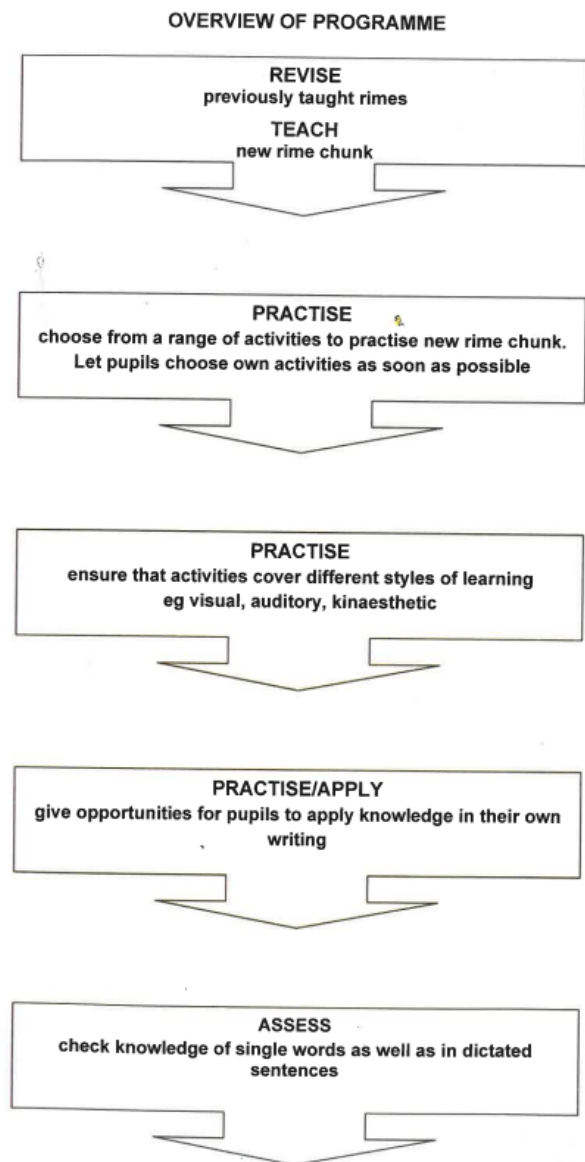
With most pupils, start at the beginning. Ask the pupil to first read and then spell the words and mark their levels of accuracy. There is a checklist provided to help you record this. Their results are shared with them so that they can see their own success and understand their efforts have led to this progress. This is not a done-to programme. Many pupils have become over-placid and reliant on support – they just hope that someone is going to come and “cure” them. They need to link their own efforts to progress – our job is to provide them with the tools to do so – the effort is theirs and so is the resultant improvement.

Each pack targets 9 words and has 3 A4 pages with 6 exercises:

- Look, say, cover, write and check
- Tracking
- Anagrams
- Fill in the missing letters/words
- Crossword and wordsearch

After each pack is completed, pupils are assessed on their ability to read/spell the words. 100% accuracy in reading and only one error in spelling is the target and success is celebrated and rewarded. It is vital that the pupil retains ownership of the process.

Supported Spelling Intervention



Supported Spelling is used at Orton Wistow to support pupils with a specific dyslexia diagnosis, through a personalised intervention.

The programme is designed to cause less demand on working memory as words taught are split into manageable chunks. Words are also presented as word families which cuts down the amount of information learnt and pupils learn to develop an awareness of analogy.

The approach helps with decoding as good readers can read chunks of letters effortlessly as single letters. In addition to this, many of the rimes can be easily extended by adding suffixes without complex spelling rules ed: jump, jumper, jumped, jumping.

The Supported Spelling programme is organised to be carried out over five sessions, with sessions 1 and 5 led by a teacher or TA.

Session 1: The explicit teaching of the new rime.chunk/word family.

Session 2-4: Provide opportunities for the word family to be practised in a number of ways through a range of different activities. These are initially selected by the teacher/TA but are gradually chosen by the pupil themselves.

Session 5: Assesses how much the pupils have learnt. This is through a spelling check together with some dictated sentences, so that words can be applied within the context of writing.

Spelling Planning Format

When thinking about the planning of spelling for each year group - classes are to move through the Sir Linkalot Levels on a fortnightly basis, starting at the 'bundle' outlined in the overview on page 3.

For example:

- Level 1 - Wild Wilde (2 weeks)
- Level 2 - Christmas Carroll (2 weeks)
- Level 2 - Great Grimms (2 weeks)
- Level 2 - Blue Blyton (2 weeks)

Author	Level	Words
Wild Wilde	1	AFTER, BATH, BEHIND, CHILD, CHILDREN & WILD, CLASS, GRASS & PASS, COLD & HOLD, EAST, FAST, FIND, KIND & MIND, GOING, GOLD & TOLD, OLD, ONLY, PATH, PLANT, SAW, SOUTH, USE, WAIT, WATCH
Christmas Carroll	2	ANYONE, ASK & PLEASE, BROUGHT & BOUGHT, BUY, CAUGHT, CHRISTMAS, CONTROL, HOUSE & MOUSE, KNOW, LOVE, MILLION, MISSION & PASSION, MUCH, NEPHEW & NIECE, POCKET & WALLET, RICH, SAID, SWORD, THOUGHT, UNIT & UNION
Great Grimms	2	ACTUALLY, AIR, ANY, BRIDGE, CLIMB, COME, EDGE, EVERYBODY, FATHER, FRUIT, GARAGE, GREAT, IMPROVE & PROVE, MANY, MR & MRS, NONE, SOME, SUGAR, TABLE, WHOLE
Blue Blyton	2	ABOVE, AGAIN, ANOTHER, BROTHER & OTHER, BLEW, FLEW & THREW, BLUE, BUILD, CIRCLE, FEW, FIELD, FRIEND, HEART, LAUGH, LEARN, MONEY, ONCE, PARENT, PEOPLE, POLICE, REALLY, SURE

Assessment

Assessment of spelling should be carried out weekly through the pre and post 10 word tests from Sir Linkalot bundles. There is no expectation that these results need to be recorded, though it would be advisable that class teachers monitor these scores or may choose to keep their own running log.

Dojos can be awarded to recognise good improvements or full marks.

At the end of each half term class teachers should complete a 20words spelling test from 'bundles' studied and scores uploaded to the 'Whole School Spelling Log' shared on Google Drive.

https://docs.google.com/spreadsheets/d/1U0PG_pvXwi3-9fuIKq3SWU500ypNzmyK/edit#gid=1976870313