**Spelling Intent, Implementation and Impact**

**at Keelby Primary Academy**

**Intent**

**“Spelling can confuse us, confound us and can weigh us down with rules and exceptions. We need to foster a future generation of curious, excited spellers who enjoy finding patterns and in the baffling complexities of English spelling. … Spelling needs to be raised in profile, targeted specifically in terms of time and activity and be made an energising and positive aspect of the school curriculum.” Jane Considine**

At Keelby, we aim for children to become self-motivated and intuitive spellers. We want our children to have a solid foundation of phonics in Key Stage 1, so that by Key Stage 2, they are able to gain skills in breaking down the complex code of spelling. We aspire for our children to root their understanding of spelling in etymology and morphology, and to learn best rules of spellings regarding affixes. We know that, if children understand where words come from, then they are more likely to be able to decipher spelling patterns and rules independently.

**Implementation**

First and foremost, children at Keelby have a firm foundational knowledge of phonics, which starts them on a solid learning journey regarding their spelling. Please see ‘Early Reading at Keelby’ for information on our Systematic Synthetic Phonics programme of learning.

Our staff base their teaching of spelling on the root meanings of words. Emphasis is placed on making connections with spellings: if we know one word or spelling, then we can spell many more by connecting the word to our knowledge of morphology. We follow Jane Considine’s approach to spelling, which maps out the spelling learning journey for each year group progressively. Teachers revisit and recap through the interleaved structure of the spelling books. Spellings to be learned and improved are made relevant to the children: if spellings are misspelt in independent writing, then children are encouraged to add the word to their ‘focus 5’. The children pick apart the ‘tricky bits’ of words, with an aim to master correct spelling during their independent writing. We know the spelling has been mastered when they have shown the word spelt correctly 3 times, across various pieces of work. This is an ever-changing list, which is purposeful and pertinent to each child.

As across the rest of our curriculum, teachers make use of low-stakes quizzes to gain an assessment of children’s misconceptions with spellings. This is also beneficial for children to recap and revisit prior spelling learning, so that those words are stored in their long term memories.

Children practice spelling activities in their spelling journals on a two week cycle. During Week 1, the class will investigate a spelling hypothesis to try to either prove or disprove collaboratively. The children will also be presented with a bank of spellings investigate, where they will explore the phoneme-grapheme correspondences and make connections and comparisons between words. These words will include common exception words and will be recapped over the coming weeks and terms. During Week 2, children complete spelling activities which reinforce their spelling knowledge across aspects of the English language, such as: suffixes, prefixes, syllables, irregular words, plurals, punctuation and phonics, amongst others. We believe that this comprehensive programme of learning to **be** a speller, rather than learning spelling lists each week, enables our children to become independent and thoughtful spellers. **“Issuing a weekly spelling test is not teaching spelling. I repeat, testing is not teaching.” – Alex Quigley**

**Impact**

Keelby children are keen to investigate spellings and are motivated to learn spellings that they find ‘tricky’ in the first instance. They know that they must be brave spellers and use their ‘best bets’ about spellings, based on the rules and patterns they know about the English language. Our children will be able to spell confidently as they leave us to go into secondary school.