



Ann's Grove Spelling policy 2019-2020

Foundation Stage	Years 1 and 2	Years 3 and 4	Years 5 and 6
Learn to spell own name (daily opportunities)	RWI – Fred Talk (daily in RWI groups) Year 2 Use RWI spelling programme	Teach topic related vocabulary	Teach topic related vocabulary
Initial sound activities	Teach topic related vocabulary	Look, Say, Cover, Write, Check (strategy to learn spellings recorded in spelling books)	Look, Say, Cover, Write, Check (strategy to learn spellings recorded in spelling books)
RWI – Fred Talk (daily in RWI groups)	Teach the spelling of the 'wonderful word of the week' and revisit each day.	Spelling homework lists – differentiated in one list -and weekly test (test words in sentences)	Spelling homework lists – differentiated in one list -and weekly test (test words in sentences)
Tricky words not taught through RWI	Spelling homework lists (Look, Say, Cover, Write, Check of common exception words for each year group)	Teach from NC spelling patterns/rules, common exception words	Teach from NC spelling patterns/rules, common exception words
Teach topic related vocabulary	Year 1 and 2 teach from NC spelling patterns/rules, common exception words	Marking identifies spelling mistakes and children asked to correct them (3 times focus on common exception/ frequently used words)	Spellings taught/modelled directly and linked to handwriting
Teacher feedback identifies spelling mistakes/misconceptions addressed in small groups/individually	Spellings taught/modelled directly and linked to handwriting	RWI sound mats used to help children spell independently.	Marking identifies spelling mistakes and children asked to correct them (3 times focus on common exception/ frequently used words)
Refer to green and red words	Marking identifies spelling mistakes and children asked to correct them (3 times focus on common exception/ frequently used words)	Weekly spelling planet lesson with focus on a spelling pattern each week from Y34 objectives.	Word of the Day: children learn and write out three of their spelling each morning. They write these into sentences.
	Refer to green and red words	Word of the Day: children learn and write out three of their spelling each morning. They write these into sentences.	Daily blooper: teachers select a commonly misspelt high frequency word and children write this out.
	Teach a weekly blooper word which is tested weekly.	Daily blooper: teachers select a commonly misspelt high frequency word and children write this out.	
	Vocabulary mats and sound mats used to aid and enhance spelling choices.		