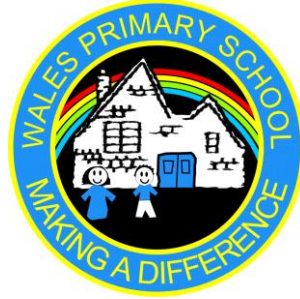


Wales Primary School

Spelling Agreement

Updated September 2023

Review July 2024



Throughout school

- All KS1 and KS2 classes to have an 'English/ Writing Wall' to be used by the teacher to display/ write key features, WAGOLL, specific SPAG to the current genre of writing being taught and unfamiliar topic words.
 - Common Exception Words displayed in the classroom and if appropriate on table tops. CEW lists to be stuck onto the inside cover of pupil's writing books and in 'Have a go' spelling books.
 - Correct use of SPAG terminology to be used by all teachers and support staff e.g. word class, vowel, noun. A definition of a verb, for example, to be displayed in the classroom from Y2 to Y6. (*Verbs are doing words that show what someone or something is, has or does*).
 - Theme related words to be displayed in all classrooms – words that are unfamiliar/ new to pupils. These are termed 'Goldilocks words' and should be considered at the Medium Term Planning stage. These words can also be used on the 'Knowledge Organiser' and for 'Word of the Week' homework in KS1. For SEND and LA pupils- adding a picture to match a word if possible is useful.
 - Use of handwriting sessions to practise spelling patterns.
 - When practising spellings, staff to be rigorous in only allowing children to write in lower case (unless proper nouns) to prevent using capital letters incorrectly when using in sentences
 - Expectations for better spelling made clear in all opportunities for writing. Model use of and remind pupils of the classroom resources to support their spelling, encouraging independent writing.
 - Time must be given to pupils at the beginning of the next session to correct their spellings when it has been indicated in their writing. They are encouraged to practise the misspelt word at the bottom of the page before the next piece of writing.
 - Common Exception Words that are frequently misspelt must be addressed with the pupil/class to break the habit of misspelling these throughout the year. Also the use of capital letters (if not proper nouns) in the middle of sentences. Similarly the use of lowercase 'i' for the personal pronoun 'I'.
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- Use of Little Wandle program to learn segmenting for spelling and tricky words appropriate for each Phase of phonics.

- Marking: underline 'tricky words' and KS1 CEW's with black pen for the pupils to alter in pencil by finding the correct spelling from the resources in the classroom. In Year 2, pupils to begin to use a green pen to edit when the teacher believes it appropriate.
- FS2 and Y1 to send home 3-5 'tricky words'/ KS1 CEWs home in a small blue spelling book each week. These spellings are to be checked on a 1-1 basis by an adult in school. Any incorrect spellings are given again for the following week, written in red pen to show weekly progress. Keep a list of the words to be ticked off as the pupil works through them. This information can be passed onto their next teacher and used as evidence for intervention or further learning support.
- Y2 also use the Little Wandle program to teach spellings linked to the phonic phases plus tricky words. This may be differentiated for groups of children depending on their phonic ability. In class, children are introduced to the 'Have a go' book system which is then continued in KS2.*

KEY STAGE 2 and Y2

- 10 words a week to be sent home to be learnt linked to the spelling pattern for the week, revision of spelling patterns learnt as well as common exception words/statutory words. These words have been mapped out across the year and each half term's words to be added to the school website's class page. Children to be tested weekly on a Friday for teacher assessment.
- Spelling sessions to be taught daily indicated on the class timetable with the introduction of the new spelling pattern/weekly words on a Monday followed by activities throughout the week to work on them
- Spelling strategies to be taught and children encouraged to find strategies which work for them. For example, words within words, mnemonics (see separate document)
- Spelling and SPAG activities to be recorded in their 'SPAG' book and passed onto the next teacher for the pupil to continue to use. Activities should be purposeful and worksheets should only be used occasionally if this enhances the learning especially in KS2
- All KS2 classes to have a writers' tool kit to be used by the pupils to support their independent writing. This may include the current spelling patterns/ rules being taught, pockets of handy word lists e.g. adverbs, CEW lists, Vocabulary booklets and dictionaries, whiteboards and pens. Children to be encouraged to seek resources out in the classroom to promote accuracy and independence.
- *Each pupil to have their own 'Have a go' spelling book- attempt a spelling in pencil; check with the teacher/TA; T/TA to tick the parts of the word spelt correctly. This book then becomes a personal spelling and vocabulary book. Each page to be noted a-z. Y2 begin this at the beginning of the autumn term. The pupil will take their spelling book onto their next class.