

## **Spelling At Alford Primary School**

### **Vision**

Our vision is for pupils to develop automaticity with transcription skills of accurate confident spelling.

### **Intent**

Our writing vision focuses on pupils enjoying communicating effectively through writing, in a variety of genres. To do this, we use systematic, progressive, whole school methods to develop automaticity with spelling. Automaticity in spelling is a cornerstone to overall writing success. This allows pupils to focus on other elements of their writing.

### **Implementation**

#### **KS1**

In KS1, we follow the Little Wandle spelling scheme which links with our phonics programme. We have our 'Complete the Code' available in phonics packs, on tables, displayed on the wall and in Little Wandle reading sessions to support our spelling.

This is then followed through into KS2 for those children who need it, with our 'Complete the Code' being accessible to children who use this as a spelling tool throughout the school.

#### **KS2**

In KS2, we teach spelling primarily through the Sounds and Syllables spelling system. We use the 5-step spelling sequence (say, snip, sound, target, link) in a daily spelling session of 15 minutes in every class. This is shown below. It is an approach that focuses on the syllables and sounds within words to help identify and unpick those phoneme/grapheme correspondences that are tricky.

### **Additional spelling support**

Additional spelling support is provided through vocabulary displays, national curriculum word list displays, 1:1 follow up spelling work and additional spelling linked work within the handwriting scheme. Pupils who are less confident at spelling, are tracked to the appropriate part of the spelling scheme.

# sounds & syllables

the sensible spelling system



## say in a spelling voice

- say **consonants** crisply

kettle

smooth

- stress **reduced vowels**

mountain

doctor

- pronounce **elisions**

chocolate

vehicle



## snip into syllables

- tap** & **say** each syllable clearly

cir cle

di ffi cult

- draw **syllable lines**

|

|

|

- point** & **say** in gaps to check

cir | cle

di | ffi | cult



## sound out & spell

- say **sounds** & draw **buttons**

-- |

-- |

|

- say **sounds** & write **spellings**

c ir |

d i |

|

- repeat** for each syllable

c ir | c le

d i | ffi | c ult

t



## target tricky spellings

- reduced vowels** & **elisions**

r ea | s o | n

a v | e | r a g e

- doubled consonants**

c o | r r | e c t

a | s s | e s s

- less common spellings**

g i | r a | f f e

w o | m e | n



## link to similar words

- same sound same spelling**

d o | c | t | o | r

a u | t h | o | r

- same sound different spelling**

v | e | n | o | m

f | o | r | g | i | v | e

- explore **morphemes**

f a | m | o u | s

n e | r | v | o u | s