

Introduction:

Grange Primary School has developed a bespoke scheme to meet the needs of the children in our school. It begins in Reception when children are ready and follows through up to year 6. Progression comes from following the guidance listed in English appendix one. In Reception and year one these outcomes have been put into phonics order to complement our phonics practise.

Our Key Principles:

- Children will learn to spell at a pace that matches their needs.
- Practise is key to memorising spelling.
- Spelling rules are explicitly taught.
- LTP allow for revisits to promote retention.

Teaching and Learning:

Each week at Grange the children will be taught their new spelling rule. They will then have opportunity to practise in the form of spellings booklets. Younger children also have flash cards and handwriting sheets for additional support. Then there is a test. This creates the clear sequence of teach, practise ,test. To aid the children's learning spellings are also sent home and they are encouraged to learn them.

Carefully Sequenced Learning:

Lessons follow overarching long term plans. These have been taken from the spelling appendix one. Each long term plan incorporates the key word list that children have to be exposed to.

Progress Across the School:

Class teachers keep a record of the children's spelling scores. At the end of the academic year if the child has performed well they move on to the next group. If the child needs more practise they will stay within their current group. To stop a child been held back group 3 and 4 Long term plan have an a year and a b year. This allows for consolidation and for slower learners to catch up and make the expected progress.