**SPELLING**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| At Branston Junior Academy we focus on spelling, punctuation and grammar in all year groups. We believe that there is no one *right way* to teach Spelling to all children.  We therefore incorporate a variety of strategies to teach Spelling which include:   * letter recognition * letter sound correspondence * phonic blends * segmentation * word recognition * learning of the rules governing spelling * recognising the common spelling patterns that exist within families of words   Phonics is supported through intervention for those children who require extra support. | Spelling is planned with guidance from the revised framework and is taught in each term. Spellings are taken from the National recommended spelling lists for each year group.  The English Subject Leader is responsible for:   * supporting staff with planning the Spelling Curriculum * advising staff on ways to improve children’s learning and practical skills * providing sufficient resources to enable good quality work to take place.   Class Teachers are responsible for day-to-day teaching. Specific interventions (often led by TA’s) are available to support those children who have specific needs in spelling. Children are taught spelling skills principally during specific sessions, whereby the children are placed in ability groups. However Spelling, Punctuation and Grammar are also taught as part of general English lessons and in other curriculum areas where appropriate.  Lessons focus on a range of spelling strategies, with some spelling skills being taught in conjunction with handwriting.  Children whose spelling is below the expected level of attainment for their age or who have difficulty learning specific vowel and consonant blends will receive additional structured help through the use of specific SEND Intervention Programmes.  Children are given spelling lists to learn as part of their homework, to reinforce their knowledge of the rules of spelling. | Children are tested on their spellings each week.  Children are also encouraged / prompted to include correct spellings in their independent writing – this may be through specific reminders, use of word lists, dictionaries and thesaurus or redrafting strategies that are used throughout the school; known as ‘Edit Stations’. |