**Spelling Non-Negotiables**

**Reception**

Spellings to be taught use the Letters and Sounds programme. Children to spell phonetically using the GPCs taught, as well as correct spelling of Phase 2 and 3 tricky words by the end of the year.

Daily spellings of words within the taught phase to be modelled. Autumn – Phase 2, Spring – Phase 3, Summer – Phase 3-4.

Tricky words to be displayed in the classroom. Spelling aids available in writing area.

Children to practise writing captions and short sentences at least once weekly, applying spellings within the current phase.

Spelling Shed and Reading Eggs used as weekly reinforcement of spellings and spelling rules taught.

**Year 1**

Spellings to be taught use the Letters and Sounds programme. Children to spell phonetically using the GPCs taught, as well as correct spelling of Phase 4 and 5 tricky words by the end of the year.

Daily spellings of words within the taught phase to be modelled.

Follow Letters and Sounds scheme for progression: Autumn – Phase 4, Spring – Phase 4/5, Summer – Phase 5.

Tricky words to be displayed in the classroom. Spelling aids available in writing area.

Spelling Shed and Reading Eggs used as weekly reinforcement of spellings and spelling rules taught.

Phonics Tracker to be used regularly and updated to inform teacher planning. Segmenting to spell updated termly.

Phonics mats and word mats to be actively used and visible within classroom.

**Year 2**

The synthetic phonics programme Letters and Sounds should be taught every day to any children who did not pass Year 1 Phonics Check.

Spelling Shed scheme used at least three times weekly for structured spelling lessons.

One spelling list to be taught per week, as per Spelling Shed scheme.

Phonics/spelling mats and word mats to be actively used and visible within classroom.

**Key Stage 2**

Spelling Shed scheme used at least three times weekly for structured spelling lessons.

One spelling list to be taught per week, as per Spelling Shed scheme.

One spelling list to go home each week.

Structured interventions to be planned and delivered where gaps are identified. These should be timely – keep up not catch up.

TRUGS and/or No Nonsense spellings used for interventions.

Personalised spelling diaries/bookmarks provided as support where needed.

**All classes**

Parental Engagement is ensured through newsletters, Topic Sharing events, Phonics/ Reading Workshops, school website, Learning Journeys.

Model “Thinking Aloud” to teach strategies successful readers use to make sense of the spelling for both word recognition and comprehension. This to be evidenced during class reads, shared reading, guided reading and one-to-one reading. In fact, through all reading encounters children have during the school day.

IWB, I-pads, laptops used in addition to traditional methods of spelling.

Provide a language - rich environment that promotes reading through classroom displays, which display the class text, captions, labels, phonemes phases, HFW, common exception words both indoors and outdoors.

Provide opportunities for multisensory learning taking into account different learning styles, which reinforce phonic skills and early literacy.

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