

English; Spelling

Planning, Delivery and Assessment

2018/2019

Planning

Oxford Owl - Read Write Inc. Spelling Programme

https://www.oxfordowl.co.uk

* Follow your year group’s scheme of work as set out in the spelling handbook
* Discrete spelling session delivered daily for 15-20 minutes, clearly indicated on your weekly timetable
* For homework - Choose 10 words to compliment the pattern/sound being taughtand **in addition** children to also be set 5/10 words from the Y3/4 or 5/6 spelling lists as homework

Teaching

* Use the RWI online resources and children’s work books/log books to deliver the programme for your year groupbeing taught
* Each RWI unit is to be delivered over 5 sessions as set out in the handbook
* The spelling lesson can be taught by the class teacher or an LSA
* Examples of words containing the newly learned patterns/rules should be added to the working wall to aid memory retention/rehearsal

Assessment

* Children to take a weekly spelling test (set day of the week) which focuses upon the newly learned pattern/rule
* Spelling tests to be recorded into English books to monitor progress
* Children to mark their own spellings as guided/modelled by the teacher (refer to dots and dashes, Fred Fingers etc.)
* Children can make corrections in purple pen
* Class teacher to record scores for every unit onto a class list and up-load into the Teacher’s Drive
* One weekly intervention session to be dedicated to practising the newly learned pattern/rule with the children scoring less that 7/10 to ensure all ‘keep up’ with ARE taught patterns. The ‘Whole Word’ approach can be used to support the acquisition of new patterns/rules
* Test Base mid-term and end of year tests to be used in accordance with the school assessment timetable to measure progress and provide summative assessment against ARE

**SEND**

For children who are significantly behind Age-Related expectations, an individual assessment must be carried out in order that they make continue to make progress from a relevant identified starting point. These children will then work through the relevant teaching units in same-ability groups with a teacher.