






April 2024

Dear Parents and Carers,

We are always striving to provide the best possible education for the children in our school. We have been working with the L.E.A.D. Teaching School Hub and all staff have recently completed training in their Active Spelling programme. Our aim is to motivate all of our children to enjoy spelling and for every child to be taught a range of strategies that they can use to support them.

Pupils in Reception and Year 1 will continue to learn spelling through their Little Wandle Phonics lessons. The Active Spelling programme is for pupils from Year 2 through to Year 6. We have decided that the Key Stage Two pupils will begin their Active Spelling journey next week, with the Key Stage One pupils (Year 2 only) starting after May half term.

Previously, we have always sent home lists of spellings for the children to practise at home. However, we have noticed that whilst many children are able to spell these words accurately at the time of the test, they are not using and applying these spellings in their written work. As part of this new scheme, children are not required to learn spellings for a test. Instead, the focus is upon revising six previously taught words and learning two new spelling words in school every day, using these strategies:

Phonology	Orthography	Graphology	Morphology	Etymology
The way the word sounds	The way the word looks	The way the word feels to write	The meaning of the word	Where the word comes from
				

If you have any questions regarding our new spelling scheme, please do not hesitate to contact either Mrs Simms or Mrs Clayton (English Subject Leader).

Information provided by the L.E.A.D. Teaching School Hub

Active Spelling is an approach to teach spelling and vocabulary to Primary aged children. It has been devised by L.E.A.D. Teaching School Hub Lincolnshire in collaboration with schools across the Midlands with fantastic results for the children within our schools.

The approach is rooted in research, with extensive evidence supporting that the approach will have maximum impact on the children's learning and retention of their spellings and vocabulary acquisition.

The sessions will be led by each class teacher on a daily basis for 15-20 minutes and will allow children to recall previously learnt spellings to aid retention. Children will then be taught different strategies that they can self-apply to help them to learn the new list of spellings before they experiment with the application of these words.

There is a very strong evidence base to suggest that the use of Low Stakes testing is more beneficial in aiding the learning of spelling. Low Stakes testing (which is a form of retrieval practice) simply means any activity that gets pupils to recall what they have learnt from memory. By removing the high stake tests, it removes the fear of spelling and instead helps them to see it as problem solving.

Due to the rapid pace of Low Stakes testing more time is dedicated to the teaching of the spellings and strategies to learn them. The teacher is able to gain a better understanding of what the children can and cannot do, allowing the teacher to clearly measure academic achievement, identify learning problems and inform instructional adjustments.

