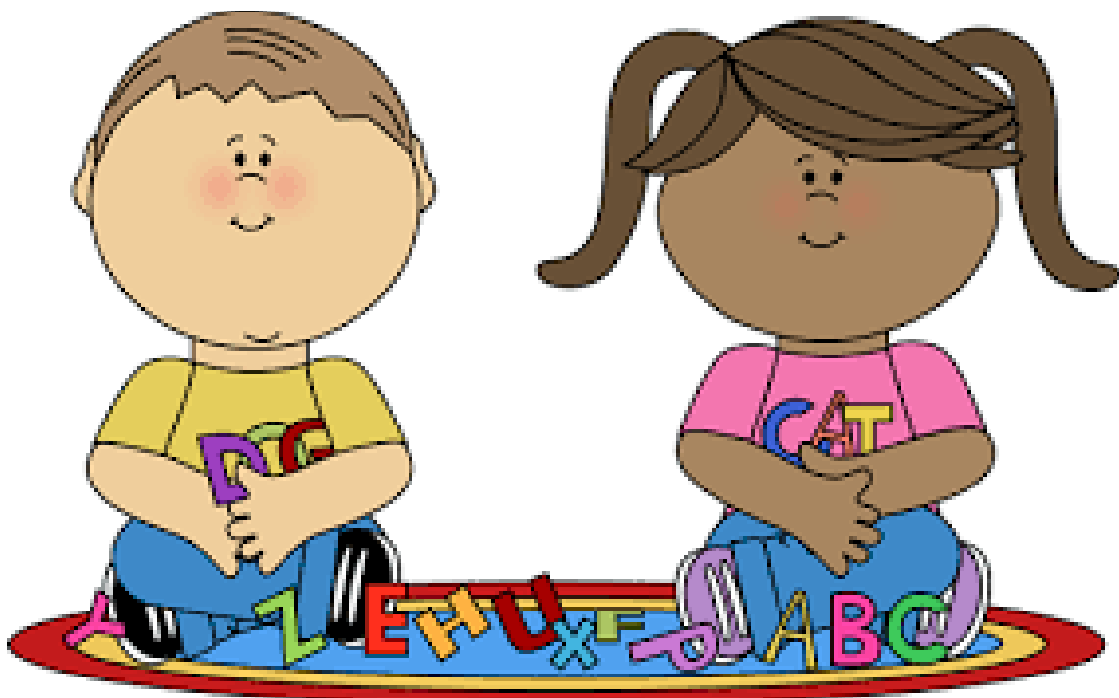


Bawnmore Community
Infant School
Parents' guide to
spelling



Floppy's Phonics

As a school we understand that spelling is a skill that must be explicitly taught, not just tested, in order for improvement and retention. Using the correct spellings is an important life skill and regular practise is essential.

In reception and year 1, where children are working towards retaining spellings within *Floppy's Phonics* Levels 1+ to 5, children will have regular practise applying their phonic strategies to correctly spell words using the right graphemes (letters).

The children have a 30 minute phonics lesson each day and will learn to both read and write words containing graphemes and spelling rules based on the learning within their daily phonics lessons that week.

They will also be given common exception words outlined as statutory for their year group within English Appendix 2 of the National Curriculum. Due to our rigorous and systematic phonics planning, we have ensured that all statutory spelling rules are covered throughout the year.



Floppy's
Phonics

How We Teach Your Child to Spell

At Bawnmore, we use a combination of high-quality resources to support the teaching of spelling in Key Stage 1. This includes Spelling Shed materials to help introduce and practise key spelling rules and common exception words from the National Curriculum.

We no longer use the Spelling Shed online learning platform, but we continue to use its worksheets, games, and whiteboard activities to support our teaching. These are often used during morning jobs and throughout the week to reinforce the spelling focus.

Spelling is taught both discretely and within context, so that children develop their understanding through meaningful links across the curriculum. Each week, children are introduced to a spelling rule alongside a list of focus words. This list will be shared with you at home via email, ClassDojo, or on a small paper slip in your child's book bag.

We encourage children to explore words in different ways, using their phonic knowledge, syllables, etymology (word origins), and morphology (word parts). Teachers have the autonomy to adapt planning and resources to meet the needs of their class and individual learners.

Spelling Teaching Threaded throughout Our Curriculum

Whilst it is important that spelling is taught discretely, our teachers use every opportunity to reinforce and apply spelling across the curriculum — especially during modelled writing, shared composition, and feedback. Children are taught strategies to check and edit their work independently, giving them confidence to be ambitious and expressive with their word choices.

Spelling is woven into English, phonics and topic lessons, giving children opportunities to see and use spelling rules in a wide range of contexts. This makes learning more purposeful and helps build long-term understanding.

Each week, children complete a dictation lesson to assess their ability to apply the focus spellings in sentences. These are written in their handwriting books, allowing them to practise letter formation and presentation at the same time. Research shows that linking spelling with motor memory (how the word “feels” to write) is highly effective, so we adopt this approach to support as many learners as possible.



Spelling at Home

To support the work we do in school, we encourage regular spelling practice at home. The weekly spelling list shared by your child's teacher can be used in a variety of fun and practical ways:

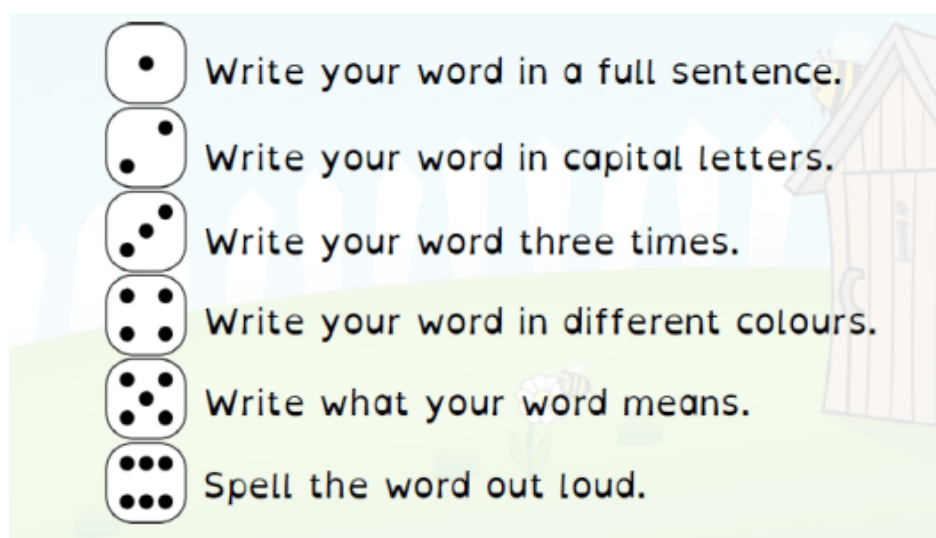
- Make your own word cards to play snap, pairs, or hide-and-seek
- Use multi-sensory methods such as magnetic letters, air writing, or playdough (see the accompanying sheet for more ideas)
- Practise alongside handwriting to support fluency and neatness
- Write the words in sentences so your child understands how to use them in context
- Test each other – let your child be the teacher!

Just a few minutes of practice a day can make a big difference.

Try to keep it fun, consistent, and part of your daily routine.

Confidence in spelling helps children become braver writers, willing to experiment with exciting words and phrases without fear of getting it wrong.

There are many other ways to support your child with their spelling at home which are more practical, if you want to unplug every now and then. Here's one we use in school:



It can be applied to any of the spelling lists we send home, working your way through the list each time. Play with a partner or on your own!

Supporting You with Spelling at Home



Practising little and often is the best approach to retaining spelling knowledge. Regularly revisiting is really important too, as things don't stick after being taught and learned just once! That's why we continually come back to prior learning at school.

If you've made a set of flashcards for one week's set of spellings, there's no reason why you can't come back to them and play a game a couple of weeks later. In fact, we'd really encourage it!

Here are some more ideas on how to make spelling fun and more varied at home:

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>

Supporting You with Spelling at Home

<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 
<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ _ ld</p>

Supporting You with Spelling at Home

Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
Multi-sensory Activities	<p>If you want to get even more creative Bradford City Council and S4B have a useful document with a very large range of suggestions (please see attached). There are some really interesting ideas that might never occur to you but could become a firm favourite in your home!</p>
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none">• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.• Making up memorable 'silly sentences' containing the word• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word• Clapping and counting to identify the syllables in a word.• Making a set of cards (each word x2) so you can play pairs, snap, use as flash-cards for quick recognition – this is also a great way of learning new vocabulary in lots of different subjects across the curriculum.

Here is also some helpful guidance on spelling in Key Stage 1 (years 1 and 2) from the Oxford Owls website:

<https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-1-age-5-6/>

<https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-2-age-6-7/>