



At Reynolds Academy, we aspire to ensure that all of our children become confident spellers and have a strong understanding of phonics and knowledge of spelling conventions or 'rules'. We teach children to identify patterns and anomalous words to help them spell words of increasing difficulty and complexity.



Intent – What do we aim to deliver?

Phonics are taught daily in Foundation Stage and Key Stage One. These lessons last between twenty and thirty minutes. In Key Stage Two, spelling is taught both in writing lessons and during discreet, half an hour spelling sessions three times a week.

An engaging systematic, synthetic phonics programme which helps children develop a firm grounding in the key sounds of the English language.

An approach which is sequenced to systematically build upon previously acquired knowledge.

Children move at broadly the same pace with additional support put in through in class intervention.

A smooth transition between our phonics and Key Stage Two spelling and reading programmes.



Implementation – How do we aim to deliver it?

Bug Club Phonics

Children in Foundation Stage and Year One are taught to spell using the 'Bug Club Phonics' scheme. This is a systematic synthetic phonics programme which encompasses teaching notes for teachers, along with online and printed resources. These are matched with our reading scheme.

Active Learning

All children are engaged with active spelling programmes in which they are taught using a range of activities and games, worksheets and whiteboard work. Live feedback is given during sessions in order to quickly move children on.

Each week a set of words is provided which are examples of the spelling pattern. Each lesson contains a revision section where children revisit sounds and spelling patterns from earlier weeks in the scheme.

The lesson sequence is planned to systematically build upon acquired knowledge. Challenge weeks are lists of words made up from the statutory word lists found in the National Curriculum. These lists appear throughout the scheme every six weeks.

Impact – How will we know when we have delivered it?

High Levels of Engagement

All children participate in lessons and are engaged through the use of varied learning activities.

Assessment (KS1)

Children are formatively assessed throughout the year in preparation for their phonics screening in Y1 and SATs in Y2. Weekly spelling scores are recorded in Y2.

Application and Reasoning

Children can articulate their reasons for choosing specific spelling graphemes/patterns. Their knowledge can be used in all subjects across the curriculum.

Assessment (KS2)

Children are formatively assessed in lessons which informs the teacher as to which activity is most appropriate. They all sit a formal test three times during the year. Weekly spelling scores are recorded.

Spelling Shed

Children from Year 2 use Spelling Shed which has been created following key ELA spelling objectives and takes children through the statutory and non-statutory spelling lists in each age phase. Our whole-school curriculum for spelling gives 100% coverage of the ELA spelling standards including all statutory words and spelling rules. The curriculum is broken up into a weekly progression with a Spelling Shed list for each week plus printable activities and resources to aid teaching.