



St Uny Church of England Academy Spelling Teaching & Learning Principles



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'
Matthew 5:16

Statement of Intent:

At St Uny CE Academy we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. We have designed a curriculum which inspires, engages and challenges learners so that they know more, remember more and understand more.

Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more.

Intention 2: To build a curriculum with Cornwall at the heart of it, which develops pupils' understanding of their heritage, sense of place in the world and how their actions can influence change for the future.

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are equipped well to live with Jesus Christ and others so that they know more, remember more and understand more.

Teaching & Learning Principles:

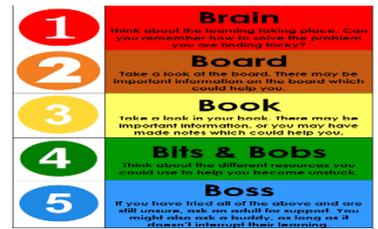
At St Uny CE Academy we apply these core teaching and learning principles across the curriculum. These principles lead to consistent, high quality teaching across all year groups. Learners are provided with opportunities to build on prior learning and apply new concepts so they know more, remember more and understand more.

Growth Mindset:

At Uny CE Academy we encourage our pupils to develop their independent learning skills and apply a positive growth mindset to their learning. We have six learning powers woven throughout our curriculum which are designed to teach our pupils how to learn successfully and live well with each other. These skills are developed in all curriculum lessons with a whole-school focus each half term.



Pupils are also challenged to develop their independent learning skills and to work independently when faced with challenging learning.



At St Uny CE Academy we use the 5B approach to overcoming challenges. All teachers use these to support pupils in becoming more independent in their learning.

Planning:

At St Uny CE Academy, medium term planning is used to support teachers in teaching and reviewing spelling rules and patterns through investigations and short spelling experiences.

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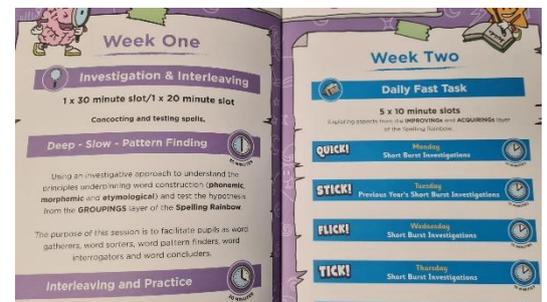
Lesson Structure:

At St Uny CE Academy, spelling units are sequenced into fortnightly small steps so that pupils learn in a way which enables them to build on prior learning and make links. The learning within a specific lesson is identified through the use of a spelling hypothesis or a daily fast task.

In the first two days of week one, children complete deep pattern finding activities based around an investigative approach and a spelling hypothesis. The aim is for children to understand the principles underpinning word construction (phonemic, morphemic and etymological) and to test the hypothesis by becoming word gatherers, word sorters, word pattern finders, word interrogators and word concluders.

In the remaining three days of week one, children complete Go Grapheme Grafters activities that involve analysis of common errors, why these errors occur, and what to do to ensure that the correct spelling embeds in our long-term memory.

In week two, children complete five short burst investigations aimed at reviewing a previously covered spelling pattern or rule.



Assessments:

Formative assessment is the driving force behind our curriculum planning and sequencing at St Uny CE Academy. At the start of the year, children will complete a baseline spelling assessment using the Spelling Book assessments, which contain a list of 50 sentences with a missing spelling word in each. This assessment is then repeated at the end of each term to assess progress and to review any gaps in spelling knowledge that may require further teaching or intervention.

