

Thank you for all your feedback on KS2 spelling homework. The main findings were:

Positives

- Writing sentences is really useful for practising spelling words in context
- For most families, the amount of words on the list is about right
- A good time to do writing together at home
- Practising the regular list helps spot patterns
- The opportunity for handwriting practise in sentences

Negatives

- Writing so many sentences can be a chore
- Some weeks the words in lists are not as relevant/a bit contrived
- Some lists are repetitive, making 10x sentences tricky
- Writing out the word 3x feels a bit like writing lines
- A little bit confusing with regular words, challenge words and focus words

Outcome: From January 2016

- The spelling lists will be set at x12 words for Y3/4 and x16 words for Y5/6
- The number of sentences will be reduced to x6 for Y3/4 and x8 for Y5/6
- The lists will be amended, keeping the most relevant words for everyday writing
- Teachers will go through the meaning of the words when the lists are given out (*as is current practice*)
- Challenge words will remain, and will either be: an extension of the pattern; or linked to current Topic work; or common wrongly spelt words cropping up in lessons
- The focus words will remain on the sheets for information and optional practise, but these will be addressed in lessons
- The columns on the front for repetitive practise will remain for those children who find it useful, but it is not a compulsory part of the homework – the sentences are more important
- The lists will continue to be uploaded to the school website each half term, so if a sheet is lost you can access it from home; and a preview of upcoming spelling lists is available for those who want it
- Spelling patterns will be regularly revisited as part of Literacy lessons
- Children need to take responsibility for plenty of practise time, and revisit words if they make mistakes – teachers and parents can help with this informally

NB: *The focus words are from the National Curriculum and detail the words that Y3/4 and Y5/6 should be able to spell by the end of these year groups – this is statutory*

NB: *Please note that some weeks the spelling lists are easier than others – sometimes the focus is on learning a pattern, other weeks it is about developing and applying new vocabulary or a skill e.g. homophones (allowed/aloud)*

Marking – the main consensus is that the sentence work should be looked at by teachers to encourage pupils with this element of the homework. The issue is that the sheets are due in on Friday, the day of the test, so the teacher making corrections at the point is of little benefit. Therefore it would be most helpful if parents/carers can offer support during the week in terms of checking/helping with the accuracy of the sentences, and teachers will look over the sentences and award trinity cards/bears for effort with this element of the homework. The purpose of the sentences is to help the children learn the words in context.

Scores – parents will be informed of scores each week, either by the spelling book being sent home or the sheet being sent back with the score written on. Parents can then choose to spend some extra time on the mistakes if this would be beneficial

For children who struggle with spelling

Some pupils have specific learning difficulties and may struggle to learn and retain spellings lists each week. Where pupils are struggling with their spellings, an assessment will be made of their strengths and weaknesses and a spelling programme tailored to their individual needs will be given. Advice will be provided to parents to support them to use the most effective approaches to help their children learn to spell. As a school, we are currently applying for the bronze and silver dyslexia award, through staff training and support to children by providing a dyslexia-friendly working environment. More information will be uploaded to the school website over the coming months.

The procedure for spelling homework for those children who struggle with spelling is outlined below:

