

## Ravensfield Spelling Progression 2023/24 policy

Through explicit and systematic instruction in decoding, with opportunities to practise reading decodable text, alongside a vocabulary and language-rich environment, we – at Ravensfield - aim to ensure that our students develop strong language comprehension processes, and good word recognition processes, which, alongside background knowledge, will pave the way for their success in reading comprehension and in their writing composition – particularly in their spelling.

Teaching spelling through its rules and patterns alone can lead to cognitive overload, with children working to remember more exceptions to a rule than words which it applies to. In addition, many rules in the English language have unclear etymology, and so applying spelling rules becomes an increasing challenge for children. A Structured Synthetic Phonics (SSP) approach across school, from EYFS through to Year 6, ensures that children are exposed to all phonemes and graphemes needed to achieve a high level of accuracy in their spelling.

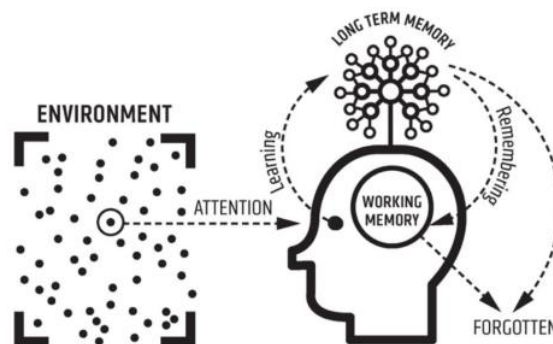
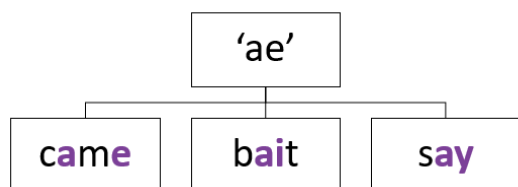


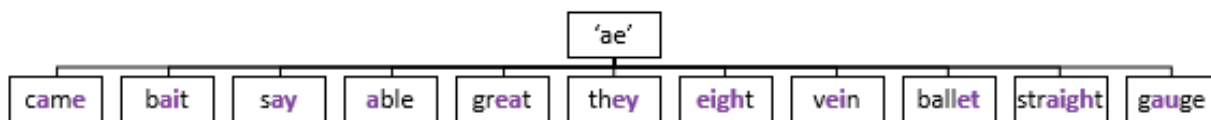
Figure 1 - Willingham's Simple Memory Model (2019)

The Key Stage One phonics check is the starting point for children's phonetic awareness, but it leaves much of the English language untaught. For example:

Phonics screening check 'ae' sound:



English language 'ae' sound:



Therefore, at Ravensfield, we use our spelling lessons to introduce the remaining phonemes and graphemes used to spell approximately 90% of the words in the English language. These build in complexity each year, and are structured so that children are exposed to our language's most commonly used graphemes first, before moving onto the lesser common. Children revisit the phonemes and graphemes taught in the previous year, in addition to learning the new, to ensure that all graphemes are practised.

Ravensfield weekly spelling overview:

Day 1 – Introduction to the phoneme (dot and dash) - 30 minutes

Day 2- Sound sort - 15 minutes

Day 3 - Aural sound sort - 15 minutes

Day 4 – Dictation - 15 minutes

Spelling overview	
<p>Day One: introduce phoneme (dot and dash)</p> <p>30 minutes</p>	<ol style="list-style-type: none"> <li>1. Introduce phoneme – connect to prior learning. Discuss with children which graphemes they have encountered for this phoneme already. Can they think of any words which fit?</li> <li>2. Show list of words for the week and consolidate pronunciations and definitions</li> <li>3. How many graphemes can they find without being shown the grapheme grid?</li> <li>4. Clarify number of graphemes – children to highlight in the words as each is discussed</li> <li>5. Share some of the tricky words using RWI dots and dashes <div style="text-align: center;"> <p>com<u>o</u>mm<u>i</u>tt<u>e</u>e = 6</p> <p>ce<u>i</u>l<u>i</u>ng = 5</p> <p>fo<u>r</u>ty = 4</p> </div> </li> <li>6. End on unscrambling words – show anagrams (without scrambling the sound) and children to write words on whiteboards. e.g. ceiling → ei, l, c, i, n, g</li> </ol>
<p>Day Two: sound-sort grid 1.</p> <p>15 minutes</p>	<ol style="list-style-type: none"> <li>1. Review previous lesson (phoneme and number of graphemes, reminding children which are the new graphemes for this year).</li> <li>2. Children to be given the list of focus words</li> <li>3. Children to locate and highlight the focus grapheme within the word independently (with the blank grapheme grid visible if needed).</li> <li>4. After highlighting the grapheme, children to write the words into the correct grapheme on a blank grapheme grid</li> <li>5. Teacher to check whole class</li> </ol>

	<table><tr><th>ee</th><th>ea</th><th>e_e</th><th>ie</th><th>y</th></tr><tr><td>proceed</td><td>steal</td><td>precede</td><td>piece</td><td>forty</td></tr><tr><td>steel</td><td>peace</td><td>complete</td><td>achieve</td><td>identity</td></tr><tr><td>committee</td><td>breathe</td><td>extreme</td><td>mischievous</td><td>variety</td></tr><tr><td>guarantee</td><td>heal</td><td>scene</td><td>believe</td><td>opportunity</td></tr><tr><td></td><td>meat</td><td></td><td></td><td>community</td></tr><tr><td></td><td></td><td></td><td></td><td>accompany</td></tr></table> <table><tr><th>ey</th><th>ei</th><th>i</th><th>e</th><th>i_e</th></tr><tr><td>monkey</td><td>receive</td><td>serial</td><td>cereal</td><td>machine</td></tr><tr><td>chimney</td><td>ceiling</td><td>curiosity</td><td>vehicle</td><td>magazine</td></tr><tr><td></td><td>deceive</td><td>familiar</td><td>frequently</td><td></td></tr><tr><td></td><td>conceive</td><td>immediately</td><td>appreciate</td><td></td></tr><tr><td></td><td>perceive</td><td>pronunciation</td><td>convenience</td><td></td></tr><tr><td></td><td></td><td>convenience</td><td>immediately</td><td></td></tr></table>	ee	ea	e_e	ie	y	proceed	steal	precede	piece	forty	steel	peace	complete	achieve	identity	committee	breathe	extreme	mischievous	variety	guarantee	heal	scene	believe	opportunity		meat			community					accompany	ey	ei	i	e	i_e	monkey	receive	serial	cereal	machine	chimney	ceiling	curiosity	vehicle	magazine		deceive	familiar	frequently			conceive	immediately	appreciate			perceive	pronunciation	convenience				convenience	immediately	
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Day Three: aural sound-sort grid  15 minutes	<ol style="list-style-type: none"><li>1. Give children blank version of grapheme grid</li><li>2. Children to work in pairs and to read one another the focus words for the week</li><li>3. Children to write the words directly into the grapheme grid, without seeing the word</li><li>4. Check with class teacher (Here, praise the correct placement of the grapheme, rather than the entire spelling of the word, but do clarify the correct spelling to the class).</li></ol>																																																																						
Day Four: dictation  15 minutes	<ol style="list-style-type: none"><li>1. Children to write dictated sentences, using words from the week's graphemes. Most, if not all, graphemes should be covered.</li><li>2. A sentence may contain two or more graphemes from the week's phoneme. For example, below 10 graphemes are covered in 5 sentences:<ol style="list-style-type: none"><li>1. There is a <u>pie</u>ce of dust on the <u>cei</u>ling.</li><li>2. I <u>guarantee</u> you will win <u>forty</u> pounds.</li><li>3. You must <u>complete</u> the test <u>immedi</u>ately.</li><li>4. This <u>magazine</u> seems <u>famili</u>ar.</li><li>5. I found <u>peace</u> and quiet by the <u>chimney</u>.</li></ol></li></ol>																																																																						