

## Little and Often!

Most children and teachers are unlikely to reflect upon spelling lessons (or tests) as being the most exciting part of their week. Some children learn to spell effortlessly but others may find it much harder.

We improve with our spelling through practising over and over again. As with times tables, 'little and often' is a much better approach than lengthy spelling sessions.

The Spell to Excel scheme teaches spellings within a much wider context; exploring and developing a greater understanding of the English language, extending spoken and written vocabulary, and encouraging children to write with increasing purpose, imagination and humour!



## Key Words

The national curriculum identifies a number of key words that children are expected to know by the end of Key Stage 2. The Spell to Excel scheme addresses these through a series of word fans, starting with red and then moving through the rainbow colours: orange, yellow, green, blue, indigo and violet. Children are encouraged to practise these little and often with a Spell to Excel partner.

## Spell to Excel Workbooks

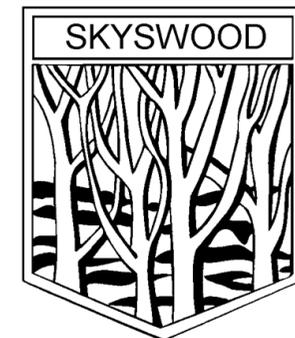
Each term, your child will receive a Spell to Excel booklet. These booklets progressively cover the full content of the national curriculum spelling. They are designed to provide a clear structure along with a creative and innovative approach to the teaching of spellings.



## Parent Information Booklet



## Spell to Excel



Skyswood Primary &  
Nursery School  
KS2 Spelling Scheme

## The Structure of the Scheme

### Introduction

Children are introduced to the spelling focus for the week. They will usually generate a word bank related to the theme. Key words are discussed and put into context. The children then select a number of key words (usually eight to ten) for their own WORD WALL.  
(15 minutes)

### Key Activity

Key activities in workbooks consolidate the spelling focus for the week.  
(15 minutes)

### Assessment

Assessment activities, including written testing of Word Wall, are given at the end of the week, along with short dictation activities to apply key spellings in context.  
(15 minutes)

### Partner Work

Children test each other regularly (working with a partner) on their Word Wall spellings.



## Additional Support

Any children who find spelling difficult and are six months behind age-related expectations will be given additional support alongside our Spell to Excel scheme. This will involve a key words programme tailored to meet the needs of the individual child.

## How can parents help?

Your child's weekly spellings will be consolidated on a regular basis at school. However, a few minutes of practise just a couple of times a week could make all the difference!

Your child's WORD WALL is simply a starting point for their learning over the course of the week and should not be seen as a definitive set of words. You could generate additional words with your child and, where possible, make this into a game situation!

## Check your child's Word Wall!

At the start of the week the children will share a class word wall as well as selecting their own key words for the week. With appropriate care, your child will hopefully copy out each of their key words correctly! This will be their responsibility. Please check your child's word wall when it comes home on the Monday as there may be the odd occasion where children might copy their words out incorrectly!

## Use their words in context

On Fridays, the children will test their learning through sentence dictations. They will often be encouraged to make up their own sentences using word wall words. This could also be done orally at home to support your child's learning. Make up some interesting sentences together using the key words. You might use a particular theme as an additional challenge. (eg Can you make sentences linked to music? sport? fairy stories? Your child's favourite book ? etc...)

## Finding clues!

Look at the way words are spelt. Discuss common patterns in word wall words. Think of rhyming words. Can you find any words within words? Does it help to break the word down into syllables? Can you think of a mnemonic to help with the spelling, or the 'tricky bit?' You could also spend a few minutes every now and then on the National Curriculum word bank for your child's age range. But remember, LITTLE and OFTEN is best and try to make it as much FUN as possible