30 September 2022

Dear Parents,

**Spellings**

A number of years ago, we introduced the “No-Nonsense Spelling” scheme to children in classes 2-6. However, we know many children have now joined since this time and so thought it important to explain a little about how spellings work at AECPS.

We introduced this scheme with the aim of teaching spelling through more applied methods and activities to help children to learn to spell in line with the increasing government expectations. Following current research and from our own experience we feel that spelling tests do not teach spellings, rather test memory of a set of words which children often forget after the test! The ability to apply spelling rules to unknown words is very important and lists of words do not enable this skill. To reinforce the impact of this approach, this summer our KS2 writing was moderated by Cheshire East writing moderators and spelling was highlighted as a strength of the school.

The use of No-Nonsense Spelling scheme and our approach to spellings means that:

* Each week a new spelling pattern or focus will be introduced and taught on a Monday
* The children will have regularly lessons over the week to reinforce and apply the rule
* Spelling ‘lists’ will not be sent home with your child
* Class teachers will send home an activity to apply this new spelling pattern at home (this may be a link to a game online, a word hunt using the rule/spelling pattern, crosswords)
* On a Friday children will be tested on unseen words that contain the spelling pattern
* KS1 children are tested on 8 spellings and KS2 tested on 10
* Teachers may at times send ‘High Frequency Words’ from each class set spelling lists which may need to be learnt outside of a spelling pattern
* This format remains the same for Year 1 who will use the statutory list from the English curriculum for spelling patterns

This method aims to provide for a deeper learning experience of spelling patterns, opposed to testing how many words a child has remembered.

If you have any concerns or questions about this, please do not hesitate to contact your child’s class teacher in the first instance or myself if you wish to discuss further. We hope that you will continue to support your child at home with spellings by looking at the spelling activity each week to bring further success to our children in their literacy development.

Yours Sincerely,



Miss Platt

(Deputy Head teacher and English Lead)