



We can and we will

GLEBE PRIMARY SCHOOL

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Spelling Curriculum

Dear Parents and carers,

This year we have made some changes to the spelling programme. We found that although many children were achieving highly in their tests, the spelling patterns weren't necessarily being applied within the children's written work and as this counts towards the children's levels, we wanted to address that. As we rely so much on your support with helping the children to learn their spellings we wanted to inform you of the changes as soon as possible so that you are prepared.

KS1

The spellings in KS1 will continue to go out weekly to ensure that all the required patterns are covered. The children will be introduced to the spelling pattern in class on the Monday and the spellings, with a specific activity to help them learn them, will be sent home on the **Wednesday** as per usual. The test will remain on a **Tuesday**. These spellings are **differentiated** so we can support and challenge where needed. Teachers will review the progress and attainment of the children. Therefore, your child's group may change.

KS2

This year, the spellings will run over **2 weeks**, rather than one, so they children are exposed to them more both in class and at home and know the spellings really well by the end of the unit. This means the spelling tests will now be fortnightly.

The children will be introduced to the spelling pattern in class on the Monday & spellings with a specific activity to help them learn them, and their definitions, will be sent home on the **Wednesday** as per usual.

These spellings are **differentiated** so we can support and challenge where needed. This means your child may not necessarily have the same words as their friends but they will have the same spelling pattern. The following Wednesday, the children will be set another spelling task in order to get ready for their **test which will now take place on a Friday**- enabling there to be a full 2 weeks' worth of focus on the particular spelling pattern. We would still very much appreciate it, if you could be helping the children with learning their spellings but also with what the words mean so they are more confident to use them in class. This has been so helpful in the past and we are extremely grateful for your support in this.

We have explained the difference to the children but we are really aware it will take a little bit of time before the new systems become second nature and we will support the children in this transition.

Once again, thank you for your support. It really makes a huge difference.

Yours sincerely

K. Rhodes J. Griffiths

Deputy Headteachers & English Leads

