



Headteacher: Mr N. Coleman B.A. Hons NPQH

*'Rich opportunities and memorable experiences'*

**Birchwood Primary School**

Birchwood Avenue  
Dordon  
Tamworth  
Staffordshire  
B78 1QU



Telephone: 01827 892913

Email: [admin2619@welearn365.com](mailto:admin2619@welearn365.com)

Website: [www.birchwoodprimaryschool.com](http://www.birchwoodprimaryschool.com)



Monday 6<sup>th</sup> January 2025

### Active Spelling

Dear Families,



Now that Year 2 have completed the Little Wandle phonics programme, they will now be using our new spelling approach – Active Spelling.

Active Spelling is a method designed to teach spelling and vocabulary to primary-aged children. It has been developed by L.E.A.D. in collaboration with schools, yielding fantastic results.

The approach is grounded in research, with extensive evidence supporting its efficacy in maximising the impact on children’s learning and retention of spellings as well as vocabulary acquisition.

Sessions will be led by each class teacher on a daily basis for 15 to 20 minutes (replacing the previous phonics lesson), allowing children to recall previously learned spellings to aid retention. They will then be taught various strategies that they can apply independently to help them learn the new list of spellings before they experiment with the application of these words.

There is a strong evidence base suggesting that the use of low-stakes testing is more beneficial for learning spelling than traditional weekly spelling tests. Low-stakes testing, a form of retrieval practice, refers to any activity that prompts pupils to recall what they have learned from memory. By removing high-stakes tests, we alleviate the fear associated with spelling and instead help students view it as problem-solving. With this in mind, more time is dedicated to teaching the spellings and the strategies to learn them. Teachers will gain a better understanding of what students can and cannot do, allowing them to clearly assess academic achievement, identify learning issues, and inform instructional adjustments.

We will continue to send out the half termly spellings that children are required to learn. They will learn two new spellings a day, equating to ten spellings per week. To support your child with spelling at home, please follow the QR code on the back of this letter for a range of strategies you can use.

If you have any questions regarding this change in approach, please feel free to contact Miss Chamberlain (Writing Subject Leader).

Kind regards,

Miss Chamberlain



## Year 2 - Spring 1 Spellings

	<u>Spelling Pattern</u>	<u>Spellings Taught</u>
WB: 06.01.2025	'a' making the 'or' sound	ball, fall, call, all, wall, talk, stall, tall, hall, small
WB: 13.01.2025	'c' making the 's' sound <i>This happens when placed before i/e/y</i>	race, ice, cell, lace, pace, lice, mice, face, space, celery
WB: 20.01.2025	dge <i>At the end of a word, the 'j' sound is spelt dge after a short vowel sound</i>	badge, edge, fudge, dodge, judge, bridge, smudge, wedge, fridge, ridge
WB: 27.01.2025	suffix -ly (using a 'y' for the 'i' sound at the end of words)	July, reply, ugly, really, welly, curly, jelly, smelly, silly, sly
WB: 03.02.2025	'o' making the 'u' sound	son, ton, money, honey, mother, brother, other, nothing, Monday, another
WB: 10.02.2025	Keeping the 'y' when adding - ing	spying, crying, trying, worrying, copying, marrying, carrying, replying, frying, hurrying

For strategies for supporting your child with their spellings at home, please scan the QR code.

At the bottom of the page, there is a document which will give lots of different strategies for learning and revising the spellings that the children have been taught at school.

