

Steps to Successful Implementation



1) Systems in Place

Preparation	Children	Teachers
<ul style="list-style-type: none"> Set up a Ready Steady Spell designated lead, who is either part of the SLT team or has regular feedback with the SLT Team. Place on the school development plan Ready Steady Spell is designed to be used in Y2 – Y6 however it covers the NC objectives from Y1-6. SLT need to decide whether to begin the programme in Y2 (as designed) or whether to adapt to teach the Y1 NC spelling objectives in Y1 Secure a timetable and consider the effective deployment of TAs Inform all stakeholders Complete the Ready Steady Spell training Share the Progression and Assessment 	<ul style="list-style-type: none"> Ready Steady Spell is designed to be used in Y2 – Y6 (Y2 includes Y1 NC Objectives) Consider the access needs of specific children and effective deployments of TAs to support this Collect assessment information for each class* and monitor outcomes of all groups at the specific assessment intervals Ensure children have access to a range of supporting materials, e.g. workbooks, strategy mats, display posters etc. *Assessment guidance and tools are part of the programme and are available online 	<ul style="list-style-type: none"> Read the Ready Steady Spell Handbook, with particular reference to the 'teaching guidance'. Familiarise yourself with the progression document Familiarise yourself with the assessment documents and handbook Download the daily lesson plans and the associated resources Open the slides that help deliver each of the sessions. Consider how you will present and teach the lesson with reference to the guidance in the Handbook Prepare using the 'Getting ready for Ready Steady Spell' guidance in the Handbook

2) Implementation

Leadership	Teaching
<ul style="list-style-type: none"> Set up a monitoring and evaluation cycle and agree non-negotiables for implementation to include learning walks, lesson visits, book looks and discussions with staff Provide ongoing CPD around effective pedagogies for teaching spelling Ensure the Ready Steady Spell lead has time and support to monitor implementation and assist teachers 	<ul style="list-style-type: none"> 5/3 lessons a week of explicit Ready Steady Spell sessions On-going formative assessment, using the workbook tools if appropriate. Undertake the regular assessment at the designated intervals, using the assessment materials provided in Ready Steady Spell. Regular communication between teachers and Ready Steady Spell lead and SEND lead Working collaboratively with other staff to ensure a consistent approach to the teaching of spelling Ensure working walls and classroom resources support the spelling process and provide a scaffold for all children to achieve

3) Monitoring and Evaluation

Monitoring	Evaluation
<ul style="list-style-type: none"> Undertake meetings at assessment intervals with teachers for them to feedback their analysis from the Ready Steady Spell assessment tools To support teachers in identifying the bottom 20%, their specific spelling needs and in implementing Ready Steady Spell: Go To have regular meetings to assess the impact of Ready Steady Spell: Go and to support teachers implementing the 'catch up' programme To plan a regular monitoring cycle to ensure improvements in spelling to include: learning walks, writing scrutinies, lesson drop ins, 1:1's with pupils etc. Secure continual improvement through the above and plan for further support based upon findings. 	<ul style="list-style-type: none"> Teachers undertake the Ready Steady Spell assessment interval materials as they are met in the progression document Analysis of findings to take place on a regular basis Identification of the bottom 20% and specific needs Feedback outcomes to Ready Steady Spell lead/SEND lead Support in implementing Ready Steady Spell: Go materials for the above children Track and support the above to move children off the 'catch-up' as quickly as possible. Feedback outcomes to Ready Steady Spell lead/SEND lead