



ENSTONE PRIMARY SCHOOL

GUIDANCE AND PRACTICE FOR THE TEACHING OF SPELLING 2014

At Enstone Primary School, we want our pupils to become good effective writers; good spelling is a means to that end. Competent spellers need to spend less time and energy thinking about spelling, they can put their energies into the higher order skills of composing, crafting sentences and selecting interesting and apt vocabulary. The key to our children becoming confident spellers lies in teaching a balance of spelling rules, strategies and conventions systematically, explicitly and helping children recognise which strategies they can apply independently to improve their own spelling. The curriculum should ensure teachers make explicit links between discrete spelling sessions, incorporating skills into the teaching sequence for writing, modelling spelling skills as part of shared writing, guided writing and proof reading as well as promoting the use of spelling skills across the curriculum. Spelling should be taught systematically and progressively across the school, building on a phonic approach in EYFS and KS1, to incorporate a wider range of spelling strategies, rules and generalisations in KS2. Spelling should be taught explicitly in ways that engage and motivate pupils, using interactive games, activities and investigative approaches. Spelling should be taught discretely, contextualized and applied within the teaching sequence for writing, and modelled using shared writing strategies.

Spelling is taught as part of a planned programme, using “Bug Club Phonics” (EYFS and KS1) and then “No Nonsense Spelling” (Y2 – Y6). In addition, handwriting lessons as well as shared and guided reading and writing sessions provide many opportunities for talking about spelling and practising strategies. The teaching of spelling of subject-specific vocabulary occurs in all subjects, and opportunities are made in these lessons to reinforce spelling work undertaken in the Literacy sessions.

At Enstone Primary School, we will:

- Use a combination of methods, including VAK (visual, auditory and kinaesthetic) for the teaching and learning of spellings
- Teach words in context of phonics or curriculum based teaching
- Ensure that at appropriate stages, pupils learn and practise those words which they most frequently misspell as individuals
- Increase pupils’ vocabulary by learning how to spell and by using technical and subject-specific words which occur across the curriculum
- Assess pupils regularly to inform planning for next steps in learning.

Early Years Foundation Stage

A multi-sensory approach is used to link the teaching and practising of letter shapes and patterns. Teachers will develop pupils' ability to discriminate the sounds which make up a word, through games and activities as well as literacy activities where there is a focus on rhyme, rhythm and alliteration.

Developmental writing is encouraged to give pupils confidence. At this stage, it is important not to become over-concerned with spelling accuracy. Support is given to spelling by providing writers with visual aids but the main focus is to encourage the enthusiasm for writing and inspire imagination.

Key Stage 1

Phonics continues to be taught on a daily basis. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and learning different ways of spelling and remembering the words. In addition, the pupils learn how to spell a number of sight words, high frequency words and common irregular words related to specific areas of the curriculum. Pupils will investigate and learn to use common spelling patterns, and frequently used prefixes and inflectional endings in their own writing.

In Key Stage 1 pupils will be given a weekly list of spellings to learn, which will be tested in school. At this age pupils have not had enough time to learn or absorb the accurate spelling of all the words they want to write and therefore the use of spelling lists and rote practice is appropriate to build up their word bank for spelling.

As they develop independence, they identify reasons for mis-spellings in their own work and are taught how to use a simple dictionary, a range of word banks and their knowledge of word families.

Key Stage 2

At Key Stage 2 there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology of words. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills from Key Stage 1.

An investigative approach is taken to the teaching of spelling. Teachers use their professional judgement in order to pitch the teaching at the appropriate developmental level.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying their own spelling errors, making reasoned choices about likely alternatives and using a range of resources (including spellcheckers and a variety of dictionaries and word banks) for making corrections.

In Key Stage 2, pupils use a Spelling Journal. In this they investigate rules and spellings and keep a personal spelling log. They are tested weekly with a dictation to include the spelling rule investigated as well as high frequency words. Research shows dictation of the target spelling, within a meaningful sentence, to be an effective tried and tested method of assessing application and this should therefore be incorporated into the teaching sequence for spelling.

Classroom displays in Key Stage 2 classrooms will include a spelling wall, where commonly occurring errors, topic words and patterns for investigation can be highlighted and regularly referred to.

APPENDIX 1 – PROGRAMME OF STUDY

Year 3 Statutory Requirements:		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Develop a range of personal strategies for learning new and irregular words</i> • <i>Develop a range of personal strategies for spelling at the point of composition</i> • <i>Develop a range of strategies for checking and proof reading spellings after writing</i> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • proof-read for spelling errors <p>(items in italics non- statutory)</p>		
Term 1	Term 2	Term 3
<p>Revisit and Review: Common exception words from Year 2.</p> <p>Prefixes and Suffixes: Revise prefix un-.(<i>select from Support for Spelling Unit Y2 T3 i</i>)</p> <p>New prefixes: pre-, dis-, mis-, re- Revise suffixes from Year 2: -s, -es, -ed, -ing, -er.(<i>Spelling Bank p.4,6,7, 8, 18,23</i>)</p> <p>(<i>Support for Spelling Unit Y2T1 ii and Unit Y3T3 ii</i>)</p> <p>Teaching rarer GPCs: Words with the /eɪ/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh - straight)</p> <p>i - in, y - gym (o - women, u - busy, ui - build, e - pretty)</p>	<p>Revisit and Review: Suffixes from Year 2:-ment, -ness, -ful, -less, -ly (with a consonant before it) (<i>Spelling Bank p14</i>)</p> <p>Prefixes and Suffixes: Prefixes: sub-, tele-, super-, auto-. (<i>Support for Spelling Unit Y2 T2 ii and Unit Y4 T3 ii</i>)</p> <p>Teaching rarer GPCs: Words with the /j/ sound spelt ch (mostly French in origin) eg chef. eg sh – shop, s – sure, ss – mission (t before ion – mention, ci – special, t before ial – partial, ch – chef, ce – ocean)</p> <p>Words with the /k/ sound spelt ch (Greek in origin) eg scheme, chorus, chemist, echo, character</p>	<p>Revisit and Review: Revise strategies for spelling at the point of writing.</p> <p>Prefixes and Suffixes: Suffix –ly straight on to root word eg sadly, unusually. (<i>Support for Spelling Unit Y3 T2 ii Spelling Bank p13,14</i>)</p> <p>Teaching rarer GPCs: The /ʌ/ sound spelt ou eg young, touch.</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words eg gym, myth.</p> <p>Homophones: heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign. Also homophones from Year 3/4 word list. heard/herd, through/threw, (<i>Support for Spelling Unit Y4 T1 i</i>)</p>

<p>u - up, o - son, (ou - young, oe - does, oo - blood)</p> <p>Words ending with the /g/ sound spelt -gue and</p> <p>the /k/ sound spelt -que (French in origin)</p> <p>Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun (<i>Support for Spelling Unit Y4 T1 i</i>)</p> <p>Apostrophe: Revise contractions from Year 2 eg can't, didn't. (<i>Support for Spelling Unit Y4 T3 i and Spelling Bank p.15,19</i>)</p> <p>Proof reading: Focus: checking after writing spelling of KS1 common exception/ tricky words.</p> <p>Learning Spellings (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>Homophones: here/hear, knot/not, meat/meet, missed/mist. (<i>Support for Spelling Unit Y4 T1 i</i>)</p> <p>Apostrophe: Revise contractions from Year 2 eg hasn't, couldn't. (<i>Support for Spelling Unit Y4 T3 i</i>)</p> <p>(<i>Spelling Bank p 15,19</i>)</p> <p>Proof reading: Using a dictionary to check spellings. First two letters.</p> <p>Learning Spellings (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. <p>Teach: February Group other words for cross curricular teaching.</p> <ul style="list-style-type: none"> • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>Apostrophe: Revise contractions from Year 2 eg it's, I'll. (<i>Support for Spelling Unit Y4 T3 i</i>) (<i>Spelling Bank p 15,19,37</i>)</p> <p>Proof reading: Proof read own writing for mis -spellings of personal spelling list words.</p> <p>Learning Spellings (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>
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Year 4 Statutory Requirements:

Pupils should be taught to:

- *Develop a range of personal strategies for learning new and irregular words*
- *Develop a range of personal strategies for spelling at the point of composition*
- *Develop a range of strategies for checking and proof reading spellings after writing*
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- proof-read for spelling errors

(items in italics non- statutory)

Term 1	Term 2	Term 3
<p>Revisit and Review: Revise strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /j/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3)</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg measure</p> <p>Prefixes and Suffixes: Prefixes in-, il-, im-. (<i>Spelling Bank p 57</i>) Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, –en, -er, -ed. (<i>Spelling Bank p 21</i>)</p> <p>Homophones: ,peace/piece, main/mane, affect/effect. (<i>Spelling Bank p22</i>)</p>	<p>Revisit and Review: Y3 Rarer GPCs.</p> <p>Teaching rarer GPCs: From Y3/4 word list – guard, guide.</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg creature, furniture.</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian eg invention, comprehension, expression, magician. (<i>Spelling Bank p 29,36,51</i>)</p> <p>Prefixes and Suffixes: Prefixes: ir-, inter-, anti-. Suffixes: The suffix –ation eg sensation, preparation. (<i>Spelling Bank p 51</i>)</p>	<p>Revisit and Review: Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto. Focus where needed.</p> <p>Teaching rarer GPCs: Words with the /s/ sound spelt sc (Latin in origin) eg science</p> <p>Word endings: Endings which sound like /ʒən/ –sion eg division, confusion. (<i>Spelling Bank p36</i>)</p> <p>Prefixes and Suffixes: Suffixes: The suffix –ly. Teach the exceptions eg y changed to i, le ending changed to ly, ic ending changed to –ally. (<i>Spelling bank p25,35</i>) The suffix –ous eg poisonous,</p>

<p>Apostrophe: Possessive apostrophe with plural words eg girls', boys', babies'.</p> <p>Proof reading: Teach proof reading strategies eg Spuddy work; spelling buddies.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>Homophones: scene/seen, male/mail,bawl/ball. (<i>Spelling Bank p22</i>)</p> <p>Apostrophe: Possessive apostrophe with singular proper nouns eg Cyprus's population.</p> <p>Proof reading: Using a dictionary to check spellings after writing – first two or three letters.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>outrageous. (<i>Spelling Bank p 52 unstressed vowels</i>)</p> <p>Homophones: whether/weather, fair/fare, medal/meddle. (<i>Spelling Bank p22</i>)</p> <p>Apostrophe:, Revise contractions from Y2 and plural apostrophe rules. (<i>Support for Spelling Y4T3i</i>)</p> <p>Proof reading: Check writing for mis-spelt words which are on the Y3/4 word list.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>
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Y5 Statutory Requirements:

Pupils should be taught to:

- *Develop a range of personal strategies for learning new and irregular words*
- *Develop a range of personal strategies for spelling at the point of composition*
- *Develop a range of strategies for checking and proof reading spellings after writing*
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- proof-read for spelling errors

(items in italics non- statutory)

Term 1	Term 2	Term 3
<p>Revisit and Review: Revise plurals eg adding -s, -es and –ies (<i>Spelling Bank p41</i>) Revise apostrophe for contraction.</p> <p>Teaching rarer GPCs: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (<i>Support for Spelling Y5T1i p73</i>) Words with the /i:/ sound spelt ei after c.eg receive, ceiling. (<i>Spelling Bank p 55</i>)</p> <p>Morphology/ Etymology: Teach extension of base words using word matrices. Use knowledge taught so far.</p>	<p>Revisit and Review: Strategies at the point of writing. (<i>Support for Spelling Y6T1i and T3i</i>) Revise apostrophe for possession.</p> <p>Teaching rarer GPCs: Teach words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht.</p> <p>Word endings: Words ending in –ible and –ibly. (<i>Spelling Bank p 36</i>)</p> <p>Homophones: eg altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel. (<i>Spelling Bank p 49</i>)</p> <p>Morphology/ Etymology: Use spelling logs to record helpful</p>	<p>Revisit and Review: A range of strategies for learning words.</p> <p>Homophones: eg cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. (<i>Spelling Bank p 49</i>)</p> <p>Dictionary: Teach use of dictionary to check words referring to first three or four letters. (<i>Support for Spelling p114</i>)</p> <p>Proof reading: Check writing for mis – spelled words which are on the Y5/6 word list.</p> <p>Morphology/ Etymology: Teach morphemic and etymological strategies to be used when</p>

<p>Word endings: Words containing the letter-string -ough. (<i>Spelling Bank p 29,33,48</i>)</p> <p>Word endings: Words ending in –able and –ably. (<i>Spelling Bank p 36</i>)</p> <p>Homophones: eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed. (<i>Spelling Bank p 49</i>)</p> <p>Hyphen: Use of the hyphen eg co-ordinate, co-operate</p> <p>Dictionary: Use dictionary to support teaching of word roots, derivations and spelling patterns eg sign, signature, significant.</p> <p>Proof reading: Focus on checking words from personal list.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>etymological notes on curious/difficult words</p> <p>Dictionary: Use a dictionary to create collections of words with common roots (<i>Spelling Bank p 34</i>)</p> <p>Proof reading: Checking from another source after writing eg spell check if on screen, spelling log, environmental print, spuddy.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>learning specific words eg from Y5/6 word list.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>
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Year 6 Statutory Requirements:

Pupils should be taught to:

- *Develop a range of personal strategies for learning new and irregular words*
- *Develop a range of personal strategies for spelling at the point of composition*
- *Develop a range of strategies for checking and proof reading spellings after writing*
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- proof-read for spelling errors

(items in italics non- statutory)

Term 1	Term 2	Term 3
<p>Revisit and Review: -able, -ible. Revise use of hyphen from Y5.</p> <p>Teaching rarer GPCs: Revise words with the /i:/ sound spelt ei after c.</p> <p>Prefixes and Suffixes: Suffixes: Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Word endings: Endings which sound like /ʃəs/ spelt -cious or -tious eg precious, ambitious.</p> <p>Homophones: advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>	<p>Revisit and Review: Words containing the letter-string -ough. Revise apostrophe for contraction and possession.</p> <p>Teaching rarer GPCs: Revise words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Prefixes and Suffixes:</p> <p>Word endings: Endings which sound like /ʃəl eg official, special, artificial, partial, confidential, essential.</p> <p>Homophones: compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary.</p>	<p>Revisit and Review: Spelling strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht.</p> <p>Prefixes and Suffixes:</p> <p>Word endings: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Homophones: draft/draught, dissent/descent, precede/proceed.</p>

<p>Proof reading: Proof reading in smaller chunks. Sentences, paragraphs.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>Proof reading: Proof reading someone else’s writing. Note strategies which help in spelling journal/log..</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>Proof reading: Embedding proof reading strategies when reviewing own writing independently.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>
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*All example words listed in this document are non –statutory, except where they are from the Y3/4 and Y5/6 word lists.