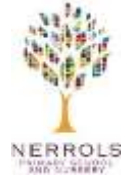


Spelling



Spelling



Intent

At Nerrols Primary School, we aim to support children to become confident and proficient spellers who have a solid understanding of the sound and spelling system and are able to use this to read and spell accurately. By the time our children leave Nerrols Primary School, we hope they are able to confidently use their phonic knowledge and understanding of morphology and etymology to produce writing that is easy to understand, accurately conveys the intended meaning to others and which utilises a broad vocabulary not limited by the challenges of spelling.

Implementation

When children start their educational journey at Nerrols, they begin to develop their phonic knowledge through daily Read Write Inc phonics sessions. As our children progress beyond phonics, and are able to read accurately with increasing speed, they progress to the systemic Read Write Inc spelling programme. Although phonic knowledge and phoneme-grapheme correspondence continues to underpin spelling learning, as children move through the school, they also develop an understanding of word families, how prefixes and suffixes impact upon root words and learn mnemonics to remember the trickiest words.

We believe spelling improves and is firmly embedded with repeated practice and as such spelling teaching is delivered through daily sessions lasting approximately 15 minutes. A mixture of teacher led, paired, group and independent learning tasks are designed to support children to learn and practise key rules and patterns and help children commit new words to memory.

Weekly spelling sessions typically follow the structure below:

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|-----------|--|
| Session 1 | Speed spell – consolidation of spelling from previous units Spelling zone – introduction of focus for the unit Dots and dashes – matching speech sounds to graphemes |
| Session 2 | Rapid recap – retention of recent learning Word changers – understanding how a root word is affected by a suffix and/or prefix |
| Session 3 | Words to log and learn – identifying and recording words to practise Dictation – practise spellings in the context of a sentence |
| Session 4 | Four in a row – recall the spellings of words practised Choose the right word – developing awareness of word families to reinforce spellings |
| Session 5 | Team teach – review and revise words from current unit and spelling log books Jumping red/orange words – help to recall spellings of red and orange words. |

Special focus sessions are interspersed within each unit and look at particular topics or spellings that sometimes cause confusion including silent letters, homophones, apostrophes, contractions, 'red' words (National Curriculum Year 1 and 2 word list words / common exception words), and 'orange' words (National Curriculum Year 3 to 6 word list words).

In Years 3-6, children also undertake dictionary challenges and in Years 5-6 thesaurus challenges to extend their vocabulary.

Children also maintain a spelling log in which they record their own words to revise and practise spelling at home.

Scope and Sequence

| Reception and Year 1 | | | | |
|---|--|--|---|--|
| Through daily phonics sessions, children learn all letters of the alphabet and the sounds which they most commonly represent. They learn consonant and vowel digraphs and develop their understanding of the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds | | | | |
| Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Revision of English alphabetic code and key concepts from Year 1 | Adding the prefixes dis- and in- | Adding the prefix mis- and revising un-, in-, dis- | Words with a silent letter b | suffixes |
| The or sound spelt a before l and ll | Adding im- to root words beginning with m or p | Words ending in zhuh spelt –sure | Words that contain the letter string ough | Words containing the letter string ough |
| Soft c | Orange words: answer, island, February, length, strength, business | The short u sound spelt ouL: double, trouble, enough, toughest, rougher, young, country, touch | Words ending in –ible | Suffixes (root words ending in a consonant plus e) |
| Red words: where, could, there, want, was, would, what | Adding the suffix –ous | Adding the prefix auto- | Homophones | Orange words (Year 5&6 word list) |
| Adding the suffix –y (to words ending in a short vowel and a consonant) | Adding the suffix –ly (to adjectives to form adverbs) | Adding the suffix –ly (to adjectives to form adverbs) | Words ending in –able | Suffixes (to root words ending in –le or a consonant plus y) |
| Adding suffix –y (to words ending in e) | Words ending in –ture | Adding the prefix inter- | Orange words (Year 5&6 word list) | Homophones and other words that are easily confused |
| Homophones: sea/see, son/sun, blew/blue, knight/night, saw/sore, quite/quiet | Homophones: o/know, write/right, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak | Homophones: groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury | Words with a silent letter t | suffixes |
| Adding the suffix –ly (to words to make adverbs) | Adding –ation to verbs to form nouns | Words with the ay sound spelt ei, eigh, ey | Orange words (Year 5&6 word list) | Orange words (Year 5&6 word list) |
| The n sound spelt kn and gn | Words with the c sound spelt ch | Words ending in –ous | Words ending in –ibly and –ably | Suffixes |
| Red words: money, people, busy, half | Words with the sh sound spelt ch | Words with the s sound spelt sc | Homophones and other words that are easily confused | Orange words (Year 5&6 word list) |
| The igh sound spelt y | The short l sound spelt y: myth, Egypt, gym, pyramid, mysterious | Possessive apostrophes with plural words | Words ending in –ent | The sh sound spelt ti or ci |
| Adding the suffix –ing (to words ending in a short vowel and a consonant) | Adding the suffix –ion (to root words ending in t or te) | Words ending in zhuh spelt –sion | Orange words (Year 5&6 word list) | Homophones |

| | | | | |
|---|--|---|---|---|
| Homophones: there/their, no/know, right/write, to/too, week/weak, see/sea | Adding the suffix –ian (to root words ending in c or cs) | Adding il- and revision un-, in-, mis-, dis | Words ending in –ence | The sh sound spelt si or ssi |
| Adding the suffix –ing (to words ending in e or ie) | Adding the prefix re- | The c sound spelt –que and the g sound spelt –gue | Orange words (Year 5&6 word list) | Orange words (Year 5&6 word list) |
| The j sound | Homophones: not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee | Homophones: heal/heel, missed/mist, who’s/whose, accept/except, affect/effect | The ee sound spelt ei | Silent letters |
| Contractions and apostrophes: I’m, I’ll you’re, he’s, they’re, she’ll, we’re | Adding the prefix anti- | Adding ir-to words beginning with r | Homophones and other words that are easily confused | Orange words (Year 5&6 word list) |
| The o sound spelt a after w and qu | Adding the prefix super- | Adding the suffix –ion | Words ending in –ant, -ance, and -ancy | The spellings ei and ie |
| Adding the suffix –ed (to words ending in two consonant letters and words ending in a short vowel and a consonant) | Adding the prefix sub- | Adding the suffix –ion | Orange words (Year 5&6 word list) | Hyphens |
| The u sound spelt o, and the or sound spelt ar after we: mother, brother, other, nothing, Monday, towards, swarm, rewards, warm | | | Words ending in shus spelt -cious | Words ending in -ible and -able |
| Adding the suffix –ed (swapping y for i) | | | Orange words (Year 5&6 word list) | Common mistakes |
| Adding the suffix –ed (dropping the e to add –ed, and revision of doubling the final consonant and swapping y for i) | | | Words ending in shus spelt -tious | Plural nouns |
| Possessive apostrophes | | | Orange words (Year 5&6 word list) | Orange words (Year 5&6 word list) |
| The r sound spelt wr | | | Words ending in shul spelt –cial or tial | Plural nouns |
| Adding the suffixes –er or –est (words where no change is needed: words ending in e) | | | Orange words (Year 5&6 word list) | Homophones and other words that are easily confused |
| Red words: many, some, should, come, any, would | | | | |
| Adding the suffixes – er or –est (swapping y for i) | | | | |

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|---|--|--|--|--|
| Adding the suffixes –er or –est (doubling consonant, where the root word ends in short vowel plus consonant) | | | | |
| Homophones: see/sea, there/their,, too/two, for/ four, nose/knows, ate/eight | | | | |
| The ee sound spelt ey | | | | |
| Adding the suffix –ness (adding to a root word where no change is needed to the root word) | | | | |
| Words ending in –il and words where s makes the zh sound: pupil, pencil, fossil, nostril, evil, stencil, council, peril, treasure, usual, television, revision, measure | | | | |
| Adding the suffix –ness (swapping y for i) | | | | |
| Words ending in –le | | | | |
| Homophones seen/scene, wait/weight, hole/whole, sighed/side, new/knew | | | | |
| Words ending in –el | | | | |
| Words ending in –al | | | | |
| The ir sound spelt or after w: worm, world, work, worth, worst, worse, password, workshop, workers | | | | |
| Adding the suffix –ful | | | | |
| Adding the suffix –less | | | | |
| Contractions and apostrophes: I've, we'd, they've, you've, you'd, they'd | | | | |
| Adding the suffix –ment | | | | |
| Words ending in –tion | | | | |
| Adding the suffix –es | | | | |
| Possessive apostrophes | | | | |

Impact

As children progress through the spelling programme, they revisit words and regularly return to 'red' and 'orange' words to ensure they are confident with these.

Children's progress is tracked through half termly assessments. These support the class teacher to identify which concepts children may need to consolidate.

Consolidation sessions are provided when children would benefit from further practice to reinforce learning.