



Hunton & Arrathorne Community Primary School

# Curriculum Document: Spelling



## INTENT – Spelling

We understand the children's spelling is closely linked to their understanding of phonics, which is why we place a huge understanding on Phonics within Early Years and throughout the school. In Year 2, children are taught Spelling using the Little Wandle Spelling Scheme. We have chosen this as it connects the gap between phonics and spelling – providing the children with a recap of Phase 5 in the first half-term, a 'bridge to spelling' in the second half-term and then two terms of the Little Wandle Spelling Programme.

In Key Stage 2, we follow the 'Spelling Shed' scheme to teach Spelling. The programme has been designed to meet the needs of the 2014 National Curriculum and it does that in a very manageable and flexible way, explaining comprehensively how to effectively teach spelling. We have chosen this spelling programme as it closely builds on the phonological understanding children have developed and allows for careful progression. In Key Stage 2, children have one longer spelling session each week which is accompanied by a homework task.

As well as the discrete spelling sessions, it is our aim for children to develop spelling strategies which will help them for life. We identify common spelling errors within work and encourage children to use dictionaries and personal dictionaries to support them in correction. Some pupils have more additional bespoke support, from classroom resources or specific spelling intervention programmes to help them 'keep up' not 'catch up'.

## IMPLEMENTATION - SPELLING

In Year 2, children have daily discrete spelling lessons. In Key Stage 2, children have one longer discrete spelling session per week which is accompanied by a home learning task. Spelling is a key focus within each English lesson and is interwoven within editing and improving and daily dictation activities.

In Key Stage 2 it is expected that there is a completed activity within their spelling exercise book each week.

## IMPLEMENTATION – SPELLING PROGRESSION

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 2	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea</li> <li>• words with alternative pronunciations from Letters and Sounds Phase 5</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li> <li>• words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li> <li>• words ending -le, -el, -al and -il</li> <li>• adding -ies to nouns and verbs ending in 'y'</li> <li>• adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the suffixes -ment, -ness, -ful, -less and -ly</li> <li>• words ending in -tion</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> <li>• words with the /r/ sound spelt 'wr' at the beginning of words</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with contractions e.g. can't, didn't</li> <li>• words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</li> </ul>

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 3/4	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> <li>words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</li> </ul>	<p>Children should be taught to spell:</p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</li> <li>words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>words using suffixes: -ly, -ation, -ous</li> <li>words with endings sounding / shun/: -tion, -sion, -ssion, -cian</li> <li>words ending with the schwa sound: measure, creature</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li> <li>words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> <li>words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Possessive apostrophe with plural words e.g. girls' boys' babies' children's</li> </ul>

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 5/6	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 5 and 6 (pg 71)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li> <li>homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the ending /shus/ spelt -cious or -tious</li> <li>words with the ending /shul/ spelt -cial or -tial</li> <li>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>words ending in -able and -ible</li> <li>words ending in -ably and -ibly</li> <li>adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>

## IMPACT - SPELLING

The impact of our spelling curriculum is measured through summative and formative data. Teachers assess how well pupils apply spelling rules within independent writing, the way they take autonomy for their own spelling and how well this transfer to them making progress within their 'spelling age'. Spelling ages are assessed at the end of each term in order to track progress and identify any children who may have a barrier to spelling and require additional support.