

The Teaching of Spelling

Spelling & Phonics

At Kingsthorne, phonics is introduced through Letters and Sounds when children join nursery and progression is planned to meet the stage of learning. The progression is planned for by the following markers however we look at the child's stage of phonic knowledge and understanding, not just their age.

What is phonics?

Phonics is the teaching of reading and **writing**, which develops the learner's phonemic awareness:

- It is the ability to hear, identify and manipulate phonemes;
- It is the ability to understand the spelling patterns that represent them;

We use the Letters and Sounds Document to teach phonics, supported by the LCP Phonics scheme of work.

As we teach sounds in phonics, we must also teach the letter names, so that the children understand the code of letters and sounds and how they relate to each other. This must continue throughout all reading and writing opportunities. We must use '**pure phonics**' (e.g. 'n' is pronounced as it would be at the start of the word 'no', not pronounced 'nuh') so that spellings are correct.

Phonics is divided into 6 phases and is taught mainly in EYFS and KS1:

EYFS

Phase 1: at Nursey stage

Includes listening to and remembering:

- Environmental sounds e.g. animal sounds
- Instrumental sounds e.g. triangle, maraca;
- Body percussion – clapping;
- Rhythm and rhyme – choose the non-rhyming words from this word string; give me a rhyming word to continue this word string;
- Alliteration – find words that all start with the same sound;
- Voice sounds – make sounds for a story;
- Oral blending and segmenting.

Reception – Phase 2, 3 & 4

During these phases, they will learn to distinguish between speech sounds and many will be able to blend and segment words orally. It is **very important** that when we are asking children to segment and blend, we are mindful of the sounds they know, only use the sounds in the current and previous sets

During Phase 2, pupils start to learn specific graphemes; these are taught in sets (sets 1-5). Pupils should be able to spell some VC and CVC words and some tricky words. Sounds should be written at the point of learning them.

In Phase 3, they will learn 42 phonemes by a grapheme and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words.

In Phase 4, pupils will practising blending for reading and segmenting for spelling. This phase is a revision of all the graphemes from Phases 2 & 3 as well as learning new tricky words.

Key Stage 1

Year 1 – Phase 4 and 5

Children will broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know. In Year 1, pupils will take part in their Phonics Screening Check.

Year 2 – Phase 5 and 6

During this phase, children become fluent readers and increasingly accurate spellers. They will learn how to apply prefixes and suffixes as well as developing a good understanding of long and short vowels to help them with spelling rules.

Phonics teaching is complemented by reading. We use a range of resources to enhance this and our books are banded into colours. Wherever possible, these are fully decodable to develop fluency and understanding. The book bands and matching phonic phases are detailed below. Children are expected to move through the colours to become fluent and confident readers by the time they leave KS1.

The Letters and Sounds programme is utilised in EYFS (Nursery & Reception) to develop phonics awareness and is continued throughout Key Stage 2 to ensure a consistency of approach in phonics teaching and learning. In addition, 'Spelling Shed' is used to complement the Letters and Sounds programme.

Information about Letters and Sounds is available on their website:

www.letters-and-sounds.com

Key Stage 2

In KS2, teachers use the National Curriculum to plan and teach spellings. Through planning tools such as No Nonsense Spelling and interactive resources such as Spelling Shed, teachers are able to plan interactive sessions around particular skills. Each week, one hour of the timetable is dedicated to the teaching of spelling. When planning, teachers distinguish the different stages of the spelling objective: review of previous skill; teach and introduce new concept through explain, investigate, model and practise and explore independently. Handwriting is also used to support the teaching of spelling. These sessions are mainly aimed at teaching the skills from the National Curriculum, however, there are also opportunities for teachers to plan in words from the NC word list (up to five at a time). Most words can be learnt within the context of curriculum work.

Consolidating learning

It is not enough for pupils to learn and know how to spell words out of context. Children need to transfer their knowledge successfully to their independent writing. This is when the learning takes place. Teachers encourage children to do this by:

- expressing high expectations that pupils will apply the conventions in their own work, and reiterating those expectations when pupils do not do so; establish non negotiables - e.g., if the word is easily accessed (on display/ word chart) then it must be spelled correctly. Children who find copying from a display/screen difficult will be provided with a paper sheet of words that they use side by side with their work.
- reminding pupils about the conventions during teacher-led writing or editing and proof reading;
- setting specific spelling conventions as one of the criteria for written work – only if applicable/ relevant (e.g. in discussion writing, the learning could focus on positive and negative prefixes – as oppose to simply 'to spell words correctly'. Another example would be to focus on past tense verbs when writing a recount.);
- marking for those conventions in the next piece of extended writing;
- giving praise for improved spelling;
- encouraging pupils to use wall posters or personal prompt sheets

Nursery	What we teach	
<p>Communication and Language – birth to 3 years</p>		
<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. • Listen and respond to a simple instruction. • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’ • Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. 		
<p>Communication and Language – 3 and 4 year olds</p>		
<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 		
<p>Physical Development birth to 3 years.</p>		
<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Develop manipulation and control. • Explore different materials and tools 		
<p>Physical Development 3 to 4 years.</p>		
<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 		

Autumn	Spring	Summer
<p>Letters and Sounds Phase 1: Aspect 1: General Sound Discrimination Environmental Sounds Aspect 2: General Sound Discrimination Instrumental Sounds</p> <ul style="list-style-type: none"> • Sound walk around school and talking about the different sounds they can hear • Listening to the sounds in the playground and outside • Singing nursery rhymes and filling in missing parts • Listening games such as Musical Bumps, Musical Statues • Recognising own name with photo attached • Registration – practicing talking in loud and quiet voices 	<p>Letters and Sounds Phase 1: Aspect 3: General Sound Discrimination Body Percussion Aspect 4: General Sound Discrimination Rhythm and Rhyme</p> <ul style="list-style-type: none"> • Listening games with CD’s – animal sounds, environmental sounds etc • Games involving listening to number of claps and clapping them back • Listening to different instrument sounds • Using music to dance to and interpret into movements – Writedance • Recognising own name without photo 	<p>Letters and Sounds Phase 1: Aspect 5: Alliteration Aspect 6: Voice Sounds Aspect 7: Oral Blending and Segmenting</p> <ul style="list-style-type: none"> • Continue with Listening Games CD’s and introduce listening bingo games to extend • Listening for rhyming words in stories and rhymes and thinking of other words that rhyme • Initial letter sounds – Silly Soup, letters in their names, sounds for everyday objects • Using objects to practice blending sounds c/u/p s/o/c/k Continue name recognition with no picture and begin to write it

Reception	What we teach	
<p>Literacy</p>		
<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Continues a rhyming string; • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 		
<p>Early Learning Goal – Word Reading</p>		
<p>Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		
<p>Early Learning Goal – Writing</p>		
<p>Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>		
<p>Physical Development</p>		
<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 		
<p>Early Learning Goal – Fine motor skills</p>		
<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.</p>		

Autumn	Letters / sounds taught	Tricky / key words to read and spell	Books to identify spellings within
Week 3 Set 1 -	s a t p	a, at, as,	None - Make own flip books
Week 4 Set 2 -	i n m d	is, it, in, an, I, and,	Dads and Nips In a Pit Mats Sid Did It Is Nan In?
Week 5 Set 3	g o c k	and, on, not, into, to, the, can, no, go,	Pop! Kit's Kip Pop! Pop! Pop! Cats
Week 6 Set 4	ck e u r	no, go, I, to, get, got, back, put,	Pets Dog Rock Rocket Top Cat Get the Rat Tug Pin and Tuck It! Run, Run!
Week 7 Set 5	Set 5A h, b, f, ff,	no, go, his, him, had, big, but, off, of, if,	Taps and Pans Kick It! Mud! Get a Bus!
Week 8 Set 5	Set 5B l, ll, ss	of, dad, mum, up	Miss! Miss! A Big Mess Fun on the Canal
Week 9 - end of term: Revise all sounds taught so far	Complete Phase 2 Phonics assessment sheet. Use this to inform of any gaps ready for 1:1 interventions.		
Spring	Letters / sounds taught	Tricky / key words to read and spell	Books to identify spellings within
Week 1 Set 6	j v w x	Read: off, can, had, back, Write: and, no, go, the, and, to, I,	A Big Win Gran is Cross Sid is Sick Dick and His Cat The Fox Twins Jack Gets a Pet Go to Bed Go To Bed
Week 2 Set 7	Set 7A y z zz qu	Read: we, me, he, be, she, Write: and, no, go, the, and, to, I,	Jack The Zip Is it Quick? Slip, Slap, Slop The Fox and the Ducks
Week 3	Set 7B ch sh th ng	Read: are, see Write: and, no, go, the, and, to, I,	Splash and Squelch Sharon and Flash Fish and Ships The Big Match I Will Get You Eggs Fish and Chips Quiz Munching Lunch Posh Shops Angelina likes to Dance Bang the Gong No Lunch Singing Dad Bug Quiz A Robin's Eggs
Week 4	Set 7C ai ee	Read: was, will, with Write:	Is it a Monster? Winter At the Market Silver Foil Rocket Cook, Pot, Cook Men on the Moon Pompom Pets Sid-Cam
Week 5	Set 7D igh oa oo ar or	Read: my, for, too Write: Captions & sentences L&S p95-98.	Go Fish! Now and Then This Floats, That Sinks On the go Fix it Twins Sport is Fun Tara's Party Looking After a Dog At the Animal Park Angelina and the Show Jumping Jazz Meet Zinzan Bug Boy, Beetle Cookies Chicken Licken
Week 6	Set 7E ur ow oi ear	Read: you, this, that Write: Captions & sentences L&S p95-98.	Turnips and Beetroots What Can You See? Stop That Noise Brown Fox Tricks Stork Barn Owls In the Dark
Week 7	Set 7F air ure er	Read: they, then, them, down, Write: Captions & sentences L&S p95-98.	Herb The Spinning Hamster I like to Collect Zip Zap Man Dex and the Funfair Muffins At the Fun Fair A Letter from Dorset Chairs in the Air Star of the Air The Bright Stars Right for Me Summer Storm At the Dentist Panther and the Frog

			A Bark in the Night
Week 8		Read: her, now, all, look Write: Captions & sentences L&S p95-98.	
Week 9 - end of term. Revise all sounds taught so far	Complete Phase 3 Phonics assessment sheet. Use this to inform of any gaps ready for 1:1 interventions.	Read: Revise all words taught so far.	

Phase 4 - Reception

Summer	Letters / sounds taught	Tricky / key words to read and spell	Books to identify spellings within
Week 1	nt mp st nk ccvc, cvcc, ccvcc	Read: said, so Write: he, she, me, we, be.	Sun and Rain
Week 2	sw cr bl sp ccvc, cvcc, ccvcc	Read: have, like, some, come, it's, just. Write: was, you,	The Trunk and the Skunk What's for Lunch? This is my Pet.
Week 3	dr shr str br ccvc, cvcc, ccvcc	Read: there, little, one, help, were. Write: they, all, are.	No Tricks, Gran! Quick Rick
Week 4	fr sn sm sl ccvc, cvcc, ccvcc	Read: do, when, out, what, children. Write: my, her,	Cool Cars! Tom, Dad and Colin Green Planet Kids
Week 5 - end of year.	Complete Phase 4 Phonics assessment sheet. Use this to inform of any gaps ready for 1:1 interventions.	Re-cap all letters, sounds and words taught so far.	The Foolish Fox Splash

Year 1

What we teach

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. **If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.**

Pupils should be taught to:

- ♣ spell:
- ♣ words containing each of the 40+ phonemes already taught
- ♣ common exception words
- ♣ the days of the week
- name the letters of the alphabet:
- ♣ naming the letters of the alphabet in order
- ♣ using letter names to distinguish between alternative spellings of the same sound
- ♣ add prefixes and suffixes:
- ♣ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un-
- ♣ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ♣ apply simple spelling rules and guidance

♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

For further information see NC English appendix 1

	Letters / sounds taught	Tricky / key words to read and spell	Books to identify spellings within
Week 1 Set 1	ay ou ie ea	Read: oh, their, old, day, saw Write: said, so,	The Magic Paintbrush The Deer and the Earwig Sinbad the Sailor Harry and the Dinosaurs Had Fun The Upside - Down Browns Usman's Books Queen Anneena's Feast The Missing Masks Goldilocks and the Big Mess
Week 2 Set 2	oy ir ue aw	Read: people, house, about Write: have, like.	Clever Chick Leroy Draw with Penny A Vet's Day
Week 3 Set 3	wh ph ew	Read: Mr, Mrs, don't, by, I'm, Write: some, come,	Whizz! Fizzkid Lizz The Giant Jumperee Keeping a Pet Sue Kangaroo Unlucky! The Wind and the Sun
Week 4 Set 4	oe au ey a_e e_e	Read: looked, time, your, called, made, came Write: were,	Flash Dash Please Do Not Sneeze Meet Kroc Plant Traps Sunny Days, Rainy Days The Moon in the Pond The Third Whirrigig The Haunted House Strawberries at School Chase in New York
Week 5 Set 5	i_e o_e u_e 'zh' (as in treasure) Complete Phase 5 Phonics assessment 1 sheet. Use this to inform of any gaps ready for 1:1 interventions.	Read: asked, very, could, here, make, Write: there,	Curly and the Honey Yoshi the Stone Cutter Monkey's Magic Pipe Grow a Pumpkin Slick Tricks Spike Says How the Bear Lost His Tail Your Bones Road Safety Dave's Big Day Jo the Model Maker Animal Tails Butterfly Pie Exploring Underground Fight The Flames Animal Skeletons Metal Monster Cool New Costumes Monster Party No Milk Today Tadpoles Stop That Noise What We Do All Day Oh Jack! Toys World's Largest Animals Get in the Game The Omnitrix - Ben 10 Angelina's Birthday Bike Super Gloop Flying High The Cinderella Play Colourful Creatures Moon, Moon, Moon.
Phase 5 - Alternative Pronunciations			
Week 6	i o	Read: water, where, day Write: when,	The Wrong Kind of Night
Week 7	g c	Read: who, because, Write: out, made, came	The Singing Giant Giant Animals
Week 8	u ow	Read: again, different, Write: one, make, here	Grow It Back Fun Festivals
Week 9	ie ea	Read: thought, any, saw Write: do,	
Week 10	er ch	Read: through, eyes Write: what, please,	
Week 11	A	Read: work, friends Write: little	
Week 12	Y	Read: mouse, once, put, could Write: High frequency words. Polysyllabic words.	
Week 13	Ou	Read: many, good, away Write: High frequency words. Polysyllabic words.	
Week 14	e ey	Read: laughed, went, over Write: Polysyllabic words. Write sentences.	
Week 15	ch j	Read & write: oh, how, did, man Write: Polysyllabic words. Write sentences.	
Week 16	n r m	Read & write: many, please, came, made. Re-cap high frequency words	
Week 17	s z	Write: people, would, or.	

Week 18	u ear	Write: Mr, Mrs, Miss, took, home.
Week 19	ar ur	Write: looked, who, think
Week 20	Air	Write: called, school, didn't,
Week 21	Or	Write: asked, know, can't, ran.
Week 22	oo, ai	Write: bear, long, things, new.
Week 23	Ee	Write: eat, everyone,
Week 24	Igh	Write: two, has, yes
Week 25	Oa	Write: play, take, well
Week 26	y(oo)	Write: find, more, I'll.
Week 27	Oo	Write: round, tree, magic
Week 28	Sh	Write: shouted, us, other
Weeks 29- end		Assess, revisit and revise.

Year 2	What we teach
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In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.

Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up.

Pupils should be taught to:

- ♣ spell by:
- ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ♣ learning to spell common exception words
- ♣ learning to spell more words with contracted forms
- ♣ learning the possessive apostrophe (singular) [for example, the girl's book]
- ♣ distinguishing between homophones and near-homophones
- ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

apply spelling rules and guidance.

- ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

For further information see NC English appendix 1

Autumn	Spring	Summer
<p>Spelling rules taught</p> <p>Phonics Phase 6/ NNS Y2</p> <p>Past tense -</p> <ul style="list-style-type: none"> • add 'ed'; • drop 'e' and add 'ed'; • double the last consonant • change 'y' to 'i' and add 'ed'; • do something different <p>Add 'ing'</p> <p>Plurals</p> <p>Homophones</p>	<p>Spelling rules taught</p> <p>Phonics Phase 6/ NNS Y2</p> <p>Suffixes - ful, less, ment, est, er,</p> <p>Contractions</p> <p>'el'; 'le'; 'al'; 'il' at end of words.</p> <p>Long vowel 'i' spelt with y at end of words.</p>	<p>Spelling rules taught</p> <p>Phonics Phase 6/ NNS Y2</p> <p>'dge'; 'ge'; 'g';</p> <p>'s' sound spelt 'c' before e, i & y</p> <p>'kn' and 'gn'</p> <p>'or' spelt 'a' before 'll' and 'l'</p> <p>Short vowel sound 'o'</p> <p>'e' spelt 'ey'</p> <p>'a' pronounced 'o' after 'w' or 'qu'</p> <p>'er' spelt with 'or' or 'ar'</p> <p>'zh' sound spelt with an 's'</p>
<p>Words to spell / Spelling Shed</p>	<p>Words to spell / Spelling Shed</p>	<p>Words to spell / Spelling Shed</p>
<p>Consolidate all Y1 Common Exception words;</p> <p>Introduce Y2 Common Exception words.</p> <p><u>Spelling Shed list:</u></p> <p>C.E. words - 6; 12; 18; 24;</p> <p>Plurals 14;</p> <p>ed - 15; 21;</p> <p>ing - 17; 20;</p> <p>Homophones - 31; 32;</p>	<p>Consolidate all Y2 Common Exception words;</p> <p><u>Spelling Shed list:</u></p> <p>C.E. words - 6; 12; 18; 24;</p> <p>Suffixes - 16; 29; 30; 19;</p> <p>Contractions - 34;</p> <p>'el'; 'le'; 'al'; 'il' - 8; 9; 10; 11</p> <p>Long vowel 'i' spelt with y at end of words.</p>	<p>Consolidate all Y2 Common Exception words;</p> <p><u>Spelling Shed list:</u></p> <p>C.E. words - 6; 12; 18; 24;</p> <p>'dge'; 'ge'; 'g' - 1; 2; 3;</p> <p>'c' before e, i & y - 4;</p> <p>'kn' and 'gn' - 5;</p> <p>'or' spelt 'a' before 'll' and 'l' - 22;</p> <p>Short vowel sound 'o' - 23;</p> <p>'e' spelt 'ey' - 25;</p> <p>'a' pronounced 'o' after 'w' or 'qu' - 26;</p> <p>'er' spelt with 'or' or 'ar' - 27</p> <p>'zh' sound spelt with an 's' - list 28</p>

Spelling in KS2

Key Stage 2

MOST pupils will be learning Spelling Shed Lists based upon a weekly spelling rule.

Kingsthorne Progression based upon the National Curriculum and resourced by Spelling Shed and NNS (all have log-ins to access the weekly lists for pupils and resources to support).

SOME pupils will learn Common Exception words from Y1 and Y2 but will still participate in the Monday teaching of the spelling rule. They will not take home and learn the rules, they will have the next spelling race list to learn.

Pupils are specifically taught the Y3/4 and Y5/6 lists from the national curriculum during the year, either according to this progression document or when planned into writing genres. Therefore, up to 5 of these words (appropriate to genre being covered in writing) may accompany the Spelling Shed rule list (particularly for higher ability pupils or naturally good spellers who may not have enough challenge).

!As there is not time to revisit such a vast array of spelling rules for those pupils who started the year on Common Exception Words, once this 'catch up' through spelling races has been completed, pupils join rest of class at that point and do not back track through the spelling rules missed. There should not be any back-tracking during main lessons but those missed could/should be taught through intervention where possible. When covered in intervention, there should not be an additional list to learn sent home or tested it should be activity based with TA or CT).

Once a spelling rule has been covered (in year), there should be an expectation that these are always spelt correctly in written work.

Marking and correction of spelling in pupil feedback should focus on common exception words and current spelling rules.

Please have a maximum of 5 spelling corrections per piece of writing for the pupils to respond to. These should be prioritised by the spelling progression – those taught longest ago and that should be most embedded e.g 'which' would be corrected/prioritised over 'ambitious'.

Transition from KS1 to Y3:

Year 3 pupils will have a dedicated amount of time to review prior learning. Pupils who have struggled across KS1 in spelling must be highlighted by their previous teachers in July, before the school year starts. Dependent upon needs, pupils will be targeted for high focus TA input. Assessment of phonic knowledge and spelling will be handed up from previous teacher to support this.

Pupils who have a specific spelling difficulty in Year 4-6:

These are the pupils who will fall under the SOME umbrella mentioned above. These pupils require weekly (3-5 days) revision of common exception/HF words. This is carried out through spelling races, in addition to weekly spelling sessions of age appropriate spellings.

Year 3	What we teach
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">♣ use further prefixes and suffixes and understand how to add them♣ spell further homophones♣ spell words that are often misspelt♣ 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. <p><i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure.</i></p> <p><i>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></p>	

Autumn	Spring	Summer
<p><u>Year 3 Term 1.1</u> This half term will be used to recap and embed spelling from KS1. For MOST pupils this will involve consolidation of key Y2 spelling rules. For SOME pupils this will mean learning and consolidating 'high frequency words/common exception words/tricky words' though spelling races.</p> <ul style="list-style-type: none"> 'tion' (List 33 – Stage 2) THIS MUST BE TAUGHT AS NOT COVERED IN Y2 <p>CT discretion using writing to inform planning for spelling. Pupils must receive a list of 10 words to learn each week. During this transitional half term, Y2 spelling lists can be repeated and re-used as needed. Some new lists produced by CTs may be more beneficial to broaden spelling knowledge</p> <p><u>Year 3 Term 1.2</u></p> <ul style="list-style-type: none"> 'ou' sprout, around (List 1) 'ou' cousin, touch (List 2) 'y' making 'i' sound (List 3) 'sure' (List 4) 'ture' (List 5) Recap on key Common Exception Words taken from errors in writing <p>Any additional weeks to this term, please continue to revisit Common Exception Words</p>	<p><u>Year 3 Term 2.1</u></p> <ul style="list-style-type: none"> Prefix 're' (List 7) Prefix 'dis' (List 8) Prefix 'mis' (List 9) Suffixes (List 10) Double the consonant for suffixes (List 11) <p><u>Year 3 Term 2.2</u></p> <ul style="list-style-type: none"> Long vowel sound 'ai' (List 13) Long vowel sound 'ei' (List 14) Long vowel sound 'ey' (List 15) Adding suffix 'ly' (List 16) <p>Any additional weeks to this term, please continue to revisit Common Exception Words</p>	<p><u>Year 3 Term 3.1</u></p> <ul style="list-style-type: none"> Homophones (List 17) 'ul' sound 'al' (List 19) 'ul' sound 'le' (List 20) 'ly' when root word was 'le' (List 21) 'ally' (List 22) <p><u>Year 3 Term 3.2</u></p> <ul style="list-style-type: none"> 'er' ending when root word has 'ch/tch' (List 25) 'k' spelt 'ch' (List 26) 'gue' and 'que' (List 27) 's' spelt 'sc' (List 28) Homophones (List 29) <p>Any additional weeks to this term, please continue to revisit Common Exception Words As there is not time to revisit such a vast array of spelling rules for those few pupils who started the year on Common Exception Words, once this 'catch up' through spelling races has been completed, pupils join rest of class at that point and do not back track through those missed. There should not be any back-tracking during main lessons but could/should be taught through intervention where possible. When covered in intervention, there should not be an additional list to learn sent home or tested it should be activity based with TA or CT).</p>

Year 4	What we teach	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them ♣ spell further homophones ♣ spell words that are often misspelt ♣ 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. <p><i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure.</i></p> <p><i>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></p> <p><i>For further information see NC English appendix 1&2</i></p>		
Autumn	Spring	Summer
<p><u>Year 4 Term 1.1</u></p> <ul style="list-style-type: none"> • Homophones (List 1) • Prefix 'in' as in 'not' (List 2) • Prefixes 'il' 'ir' and 'im' opposite of (List 3) • Prefix 'sub' (List 4) • Prefix 'inter' (List 5) • Adding the suffix 'ly' with words which do not follow the rule (Stage 3 – List 23) <p>Any additional weeks to this term, please continue to revisit Common Exception Words where you are noticing errors in writing.</p> <p><u>Year 4 Term 1.2</u></p> <ul style="list-style-type: none"> • Suffix 'ation' (List 7) • Suffix 'ation' (List 8) • Adding 'ly' to make adverbs (List 9) • Adding 'ly' to change an adjective into an adverb (List 10) • 'sh' spelt 'ch' (List 11) • 'ee' sound spelled with an 'i' (List 16) <p>Any additional weeks to this term, please continue to revisit Common Exception Words where you are noticing errors in writing.</p>	<p><u>Year 4 Term 2.1</u></p> <ul style="list-style-type: none"> • Suffix 'ion' and 'sion' (List 13) • Suffix 'ous' (List 14) • Suffix 'ous' (List 15) • Suffix 'ous' (List 17) • Digraph 'au' (List 19) <p><u>Year 4 Term 2.2</u></p> <ul style="list-style-type: none"> • Suffix 'ion' and 'tion' (List 20) • Suffix 'ion' becomes 'ssion' (List 21) • Suffix 'cian' (List 22) • Suffix 'ly' (List 23) • Homophones (List 25) <p>Any additional weeks to this term, please continue to revisit Common Exception Words where you are noticing errors in writing.</p>	<p><u>Year 4 Term 3.1</u></p> <ul style="list-style-type: none"> • s' sound spelt with a 'c' (List 26) • Root words 'sol' and 'real' (List 27) • Root words 'phone' and 'sign' (List 28) • Prefixes 'super', 'anti' and 'auto' (List 29) • Prefix 'bi' (List 30) • Any additional weeks either revise trickier rules as indicated by errors in writing OR mixed rules of 20 spellings. <p><u>Year 4 Term 3.2</u></p> <p>This half term is used to revisit, recap and embed the spelling rules taught this year. For MOST pupils this will mean new spelling lists produced by CTs which follow the same pattern as T1 and T2 with CTs using professional discretion, prioritising those which have been found to have the greatest need through errors in written work. New words can be found in the National Curriculum Appendix and Spellingframe.co.uk.</p> <p>For SOME pupils (those who had Spelling Races at the beginning of the year to 'close the gap' and 'catch up' spelling of High Frequency/Common Exception words) this will be their first teaching of these rules and the Spelling Shed lists should be used.</p>

Year 5	What we teach	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with 'silent' letters [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. ♣ 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. <p><i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p> <p><i>For further information see NC English appendix 1&2</i></p>		
Autumn	Spring	Summer
<p><u>Year 5 Term 1.1</u></p> <ul style="list-style-type: none"> • Plural 's', 'es' and 'ies' • Plural 's', 'es' and 'ies' • ious (List 1) • cious (List 2) • cial (List 3) • tial (List 4) • cial/tial mixed (List 5) <p><u>Year 5 Term 1.2</u></p> <ul style="list-style-type: none"> • ant (List 7) • ance (List 8) • ent & ence (List 9) • able & ible (List 10) • ably & ibly (List 11) • adverbs of time (List 14) <p>Any additional weeks to this term, please revisit (mixed spelling rule lists)</p>	<p><u>Year 5 Term 2.1</u></p> <ul style="list-style-type: none"> • Silent letters (mixed at start) (List 16) • Silent letters (medial and final) (List 17) • ie after c (List 19) • ei after c (List 20) • ough (List 21) • ough (List 22) <p><u>Year 5 Term 2.2</u></p> <ul style="list-style-type: none"> • Adverbs of possibility (List 23) • Homophones/near homophones (List 25) • Homophones/near homophones (List 26) • Homophones/near homophones (List 27) • Homophones/near homophones (List 28) • Homophones/near homophones (List 29) <p>Any additional weeks to this term, please revisit (mixed spelling rule lists from term 2.1)</p>	<p><u>Year 5 Term 3.1 & 3.2</u></p> <p>This term is used to revisit, recap and embed the spelling rules taught this year. For MOST pupils this will mean new spelling lists produced by CTs which follow the same pattern as T1 and T2 with CTs using professional discretion, prioritising those which have been found to have the greatest need through errors in written work. New words can be found in the National Curriculum Appendix and Spellingframe.co.uk.</p> <p>For SOME pupils (those who had Spelling Races at the beginning of the year to 'close the gap' and 'catch up' spelling of High Frequency/Common Exception words) this will be their first teaching of these rules and the Spelling Shed lists should be used.</p>

Year 6	What we teach	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with 'silent' letters [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. ♣ 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. <p><i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p> <p><i>For further information see NC English appendix 1&2</i></p>		
Autumn	Spring	Summer
<p><u>Term 1.1</u></p> <ul style="list-style-type: none"> • Revision of key spelling rules: <ul style="list-style-type: none"> - no 'e' with 'ing' (own list) - double the consonant (own list) - change 'y' to 'i' and add 'es' (own list) - common homophones (own list) - silent letters w,k & g (own list) <p><u>Term 1.2</u></p> <ul style="list-style-type: none"> • ough (mixed – own list) • able (List 13 – Stage 5) • ible/ibly (List 26/27 – Stage 6) • able/ably (List 25) • hyphenated words (List 31 – Stage 5) • ce (List 17 – Stage 6) • 'er', 'or' and 'ar' (List 29) 	<p><u>Term 2.1</u></p> <ul style="list-style-type: none"> • 'i' spelt 'y' (List 12) • convert nouns or verbs into adjectives using 'ful' (List 14) • words which can be nouns and verbs (List 15) • prefixes (List 18) • 'f' sound spelt 'ph' (List 19) <p><u>Term 2.2</u></p> <ul style="list-style-type: none"> • unstressed vowel sounds (List 21) • endings after a vowel letter (List 22) • endings after a vowel letter (List 23) • words with common letter string 'acc' (List 24) • changing 'ent' to 'ence' (List 28) 	<p><u>Term 3</u> - Y5 & Y6 Spelling List for inclusion in writing</p>