

Entitlement and curriculum provision

Spelling is taught as part of a planned programme, following the requirements of the new National Curriculum. In addition, handwriting lessons and shared and guided reading and writing sessions afford many opportunities for talking about spelling and revisiting 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 during English lessons.

Aims:

- To guide each child towards becoming an effective speller
- To encourage children to see learning to spell as an integral part of the developmental process of learning to write.
- To understand the principles underpinning word construction (phonemic, morphemic and etymological)
- To encourage children to explore words and vocabulary.
- To be able to apply spelling strategies
- To encourage independence and self-evaluation as part of their spelling development.

Teaching and Learning

Foundation Stage and Key Stage 1

Use of high quality phonic programme

High quality phonic work is taught systematically from Reception to Year2.

Letters and Sounds will used together with Jolly Phonics resources.

A discrete period of 20mins approx will take place daily within Key stage 1.

Children will be taught :

- the grapheme- phoneme correspondence in a clearly defined sequence
- the skill of segmenting words into their constituent phonemes to spell.
- that blending and segmenting are reversible processes.

Overview of Phases 1-6

Phase One supports the development of speaking and listening.

Phase Two marks the start of systematic phonic work. Grapheme- phoneme correspondence is introduced. The process of segmenting whole words and selecting letters to represent those phonemes is taught either writing the letters or using magnetic letters to encode words.

Phase Three completes the teaching of the alphabet and then move on to sounds represented bby more than one letter, learning one representation for each of the 42 phonemes.

Just one spelling is given at this stage for each phoneme.

Phase Four children start to read and spell words containing adjacent consonants. No new phonemes at this phase.

Phase Five looks at the alternative spellings for some phonemes.

Phase 6 overlaps with the material within Support for Spelling. Word specific spellings eg see/ sea.

Spelling of words with prefixes and suffixes, doubling and dropping letters where necessary.

Also the accurate spelling of words containing unusual GPCs eg laughs, two.

High Frequency Words

Throughout each phase the tricky high frequency words will be taught.

Children will use the **Look Say Cover Write Check** system for learning a new spelling.

Each teacher uses a variety of methods to ensure the correct spelling of the high frequency words appropriate to each phase plus topic specific vocabulary.

Teachers should recognise worthy attempts made by children to spell words but should also correct them selectively and sensitively.

Transition from Year 1 to Year 2

Children will have followed a programme of discrete phonics teaching in the Reception Year and in Year 1. By the end of Year 1, the expectation is that most children will be secure at phase 5, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. This is addressed in the spelling objectives for Year 2 which follow the 2014 curriculum.

Key Stage 2

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum. Where appropriate these are supported by *Support For Spelling* and the *Spelling Bank*. Spelling sessions take place on a daily basis to ensure children have the opportunity to practise and embed new spellings. This will include the learning of the statutory word lists in the 2014 English curriculum. In addition to this, spelling homework is given each week. Where necessary, some pupils will consolidate the phonic knowledge and skills from Key Stage 1.

To view the spelling objectives for each year group click on the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Learning and practising spelling

Children will develop different strategies for memorising high-frequency or topic words.

The children may continue to use the system taught in Key Stage one

Look Say Cover Write Check.

Memory strategies

Syllables

To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)

Base words

To learn my word I can find its base word (e.g. Smiling – base smile +ing, e.g. women = wo + men)

Analogy

To learn my word I can use words that I already know to help me (e.g. could: would, should)

Mnemonics

To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)

Application of spelling in writing

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills;
- guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;
- marking the children's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement;
- teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

Assessment

Children are assessed at the end of each phase during the *Letters and Sounds* programme before moving onto the next phase. Spelling tests are used throughout the juniors, especially for tricky words. Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching.

Teachers will:

- Set clear expectations when the children start to write. Reminding them of the strategies, rules and conventions that they can apply.
- Analyse children's errors.
- Provide feedback and time to respond.

When marking, teachers do not correct beyond what has been taught about spelling. Once a child is secure in their spelling of a word, it will not be accepted spelt incorrectly. Spellings which have been corrected in marking in Key Stage 2 should be rewritten by children using the Look-Say-Cover-Write-Check method. Standardised spelling assessments are administered across school on a yearly basis in addition to regular spelling tests.

Using dictionaries and spelling checkers

Each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and use these to check tricky spellings.

Links with handwriting

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked.

Handwriting sessions. As children are taught the basic joins they can practise joining digraphs as one joined unit. This can develop into practising letter strings and complete words linked to the specific focus for teaching in the spelling unit.

High-frequency words can be demonstrated and practised as joined units (e.g. *the, was, said*).

Spelling sessions. The children need to see the target words written in joined script as frequently as possible and to practise writing words,

Inclusion

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEN co-ordinator and parents.

Janet P Chapman and Kirstin Lewis
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The first hundred high frequency words

1. <i>the</i>	26. <i>are</i>	51. <i>do</i>	76. <i>about</i>
2. <i>and</i>	27. <i>up</i>	52. <i>me</i>	77. <i>got</i>
3. <i>a</i>	28. <i>had</i>	53. <i>down</i>	78. <i>their</i>
4. <i>to</i>	29. <i>my</i>	54. <i>dad</i>	79. <i>people</i>
5. <i>said</i>	30. <i>her</i>	55. <i>big</i>	80. <i>your</i>
6. <i>in</i>	31. <i>what</i>	56. <i>when</i>	81. <i>put</i>
7. <i>he</i>	32. <i>there</i>	57. <i>it's</i>	82. <i>could</i>
8. <i>I</i>	33. <i>out</i>	58. <i>see</i>	83. <i>house</i>
9. <i>of</i>	34. <i>this</i>	59. <i>looked</i>	84. <i>old</i>
10. <i>it</i>	35. <i>have</i>	60. <i>very</i>	85. <i>too</i>
11. <i>was</i>	36. <i>went</i>	61. <i>look</i>	86. <i>by</i>
12. <i>you</i>	37. <i>be</i>	62. <i>don't</i>	87. <i>day</i>
13. <i>they</i>	38. <i>like</i>	63. <i>come</i>	88. <i>made</i>
14. <i>on</i>	39. <i>some</i>	64. <i>will</i>	89. <i>time</i>
15. <i>she</i>	40. <i>so</i>	65. <i>into</i>	90. <i>I'm</i>
16. <i>is</i>	41. <i>not</i>	66. <i>back</i>	91. <i>if</i>
17. <i>for</i>	42. <i>then</i>	67. <i>from</i>	92. <i>help</i>
18. <i>at</i>	43. <i>were</i>	68. <i>children</i>	93. <i>Mrs</i>
19. <i>his</i>	44. <i>go</i>	69. <i>him</i>	94. <i>called</i>
20. <i>but</i>	45. <i>little</i>	70. <i>Mr</i>	95. <i>here</i>
21. <i>that</i>	46. <i>as</i>	71. <i>get</i>	96. <i>off</i>
22. <i>with</i>	47. <i>no</i>	72. <i>just</i>	97. <i>asked</i>
23. <i>all</i>	48. <i>mum</i>	73. <i>now</i>	98. <i>saw</i>
24. <i>we</i>	49. <i>one</i>	74. <i>came</i>	99. <i>make</i>
25. <i>can</i>	50. <i>them</i>	75. <i>oh</i>	100. <i>an</i>

The next 200 most common words in order of frequency

<i>water</i>	<i>fox</i>	<i>let's</i>	<i>fell</i>	<i>two</i>	<i>its</i>
<i>away</i>	<i>through</i>	<i>much</i>	<i>friends</i>	<i>has</i>	<i>green</i>
<i>good</i>	<i>way</i>	<i>suddenly</i>	<i>box</i>	<i>yes</i>	<i>different</i>
<i>want</i>	<i>been</i>	<i>told</i>	<i>dark</i>	<i>play</i>	<i>let</i>
<i>over</i>	<i>stop</i>	<i>another</i>	<i>grandad</i>	<i>take</i>	<i>girl</i>
<i>how</i>	<i>must</i>	<i>great</i>	<i>there's</i>	<i>thought</i>	<i>which</i>
<i>did</i>	<i>red</i>	<i>why</i>	<i>looking</i>	<i>dog</i>	<i>inside</i>
<i>man</i>	<i>door</i>	<i>cried</i>	<i>end</i>	<i>well</i>	<i>run</i>
<i>going</i>	<i>right</i>	<i>keep</i>	<i>than</i>	<i>find</i>	<i>any</i>
<i>where</i>	<i>sea</i>	<i>room</i>	<i>best</i>	<i>more</i>	<i>under</i>
<i>would</i>	<i>these</i>	<i>last</i>	<i>better</i>	<i>I'll</i>	<i>hat</i>
<i>or</i>	<i>began</i>	<i>jumped</i>	<i>hot</i>	<i>round</i>	<i>snow</i>
<i>took</i>	<i>boy</i>	<i>because</i>	<i>sun</i>	<i>tree</i>	<i>air</i>
<i>school</i>	<i>animals</i>	<i>even</i>	<i>across</i>	<i>magic</i>	<i>trees</i>
<i>think</i>	<i>never</i>	<i>am</i>	<i>gone</i>	<i>shouted</i>	<i>bad</i>
<i>home</i>	<i>next</i>	<i>before</i>	<i>hard</i>	<i>us</i>	<i>tea</i>
<i>who</i>	<i>first</i>	<i>gran</i>	<i>floppy</i>	<i>other</i>	<i>top</i>
<i>didn't</i>	<i>work</i>	<i>clothes</i>	<i>really</i>	<i>food</i>	<i>eyes</i>
<i>ran</i>	<i>lots</i>	<i>tell</i>	<i>wind</i>	<i>soon</i>	<i>duck</i>
<i>know</i>	<i>need</i>	<i>key</i>	<i>wish</i>	<i>night</i>	<i>horse</i>
<i>bear</i>	<i>that's</i>	<i>fun</i>	<i>eggs</i>	<i>narrator</i>	<i>rabbit</i>
<i>can't</i>	<i>baby</i>	<i>place</i>	<i>once</i>	<i>small</i>	<i>white</i>
<i>again</i>	<i>fish</i>	<i>mother</i>	<i>please</i>	<i>car</i>	<i>coming</i>
<i>cat</i>	<i>gave</i>	<i>sat</i>	<i>thing</i>	<i>couldn't</i>	<i>he's</i>
<i>long</i>	<i>mouse</i>	<i>boat</i>	<i>stopped</i>	<i>three</i>	<i>river</i>
<i>things</i>	<i>something</i>	<i>window</i>	<i>ever</i>	<i>head</i>	<i>liked</i>

<i>new</i>	<i>bed</i>	<i>sleep</i>	<i>miss</i>	<i>king</i>	<i>giant</i>
<i>after</i>	<i>may</i>	<i>feet</i>	<i>most</i>	<i>town</i>	<i>looks</i>
<i>wanted</i>	<i>still</i>	<i>morning</i>	<i>cold</i>	<i>I've</i>	<i>use</i>
<i>eat</i>	<i>found</i>	<i>queen</i>	<i>park</i>	<i>around</i>	<i>along</i>
<i>everyone</i>	<i>live</i>	<i>each</i>	<i>lived</i>	<i>every</i>	<i>plants</i>
<i>our</i>	<i>say</i>	<i>book</i>	<i>birds</i>	<i>garden</i>	<i>dragon</i>
				<i>fast</i>	<i>pulled</i>
				<i>only</i>	<i>we're</i>
				<i>many</i>	<i>fly</i>
				<i>laughed</i>	<i>grow</i>