

Courthouse Green Primary School
'Doing our best to be our best'

Guidance on Spelling

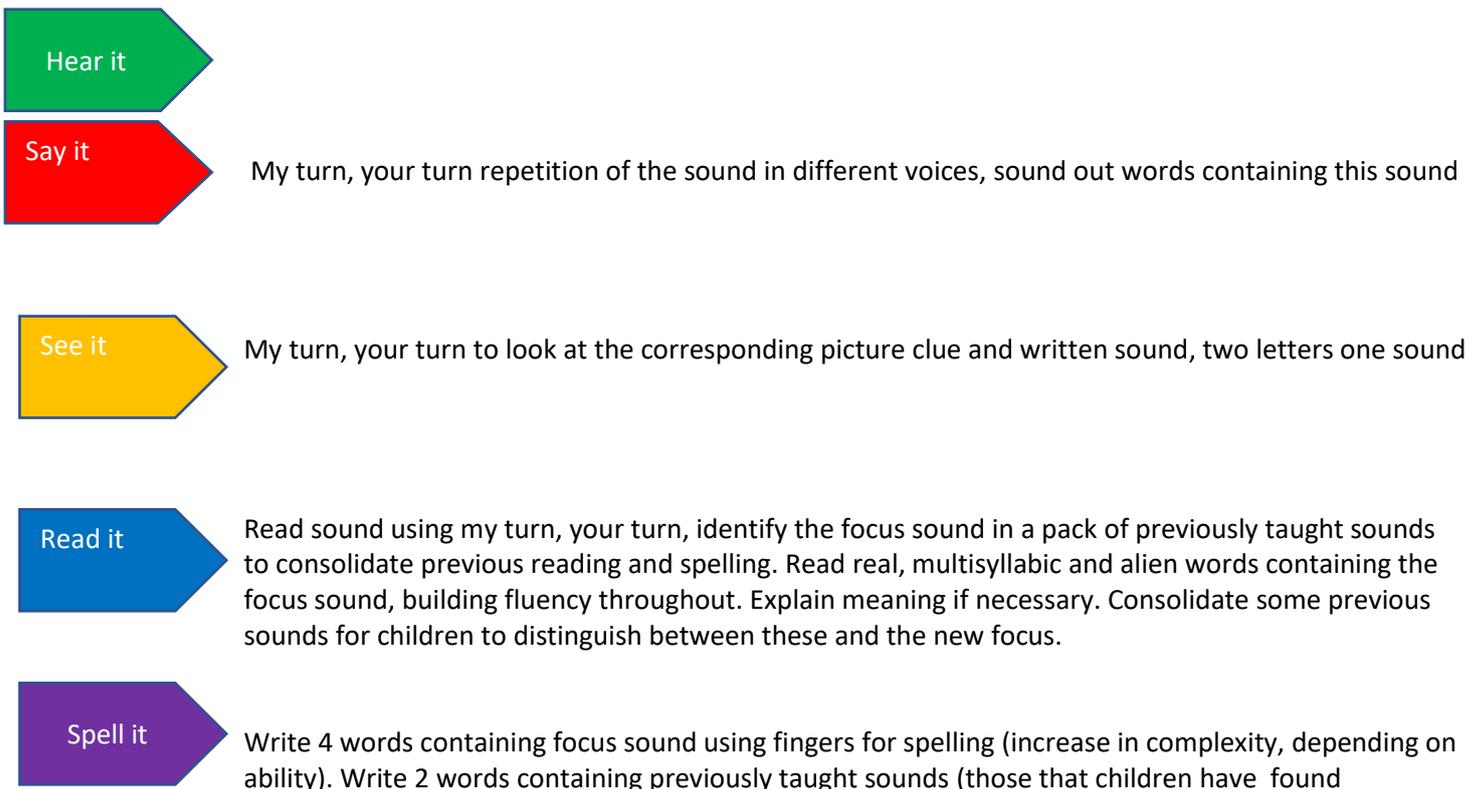
At Courthouse Green we believe good spelling is a crucial element to developing good writing. Spelling lessons take place daily from year 1 – year 6 and are based on the teaching model of:



Beginning in reception and throughout KS1 children are taught spelling through the RWInc programme and using their phonic sounds as the approach to spelling. They are also exposed to red words (common exception words) which are taught as per the RWInc model but also with a focus on images and mnemonics to ensure words are committed to long term memory. As a school we recognise that common exception words are often those that children struggle with in later years so we ensure that we track these words across the RWInc programme in Key Stage One, so that all words are taught effectively before the children enter Key Stage Two. In Key Stage Two (or once off the RWInc programme) children are taught spelling using Spelling Shed. This begins its initial focus with the consolidation of phonic spellings (in year 2) before moving onto words that require more than phonological awareness. The focus at this point is to develop phonemic knowledge and morphological knowledge, exploring prefixes, suffixes and the effect on root words as well as exploring additional common exception words. Below is an outline of what spelling lessons look like at phase 1 (RWInc) and phase 2 (development of morphological knowledge).

Phase 1 for development of teaching spelling:

The approach to spelling throughout RWInc (phase 1) is a structure that is taught daily to ensure the children over learn this strategy. The structure taught by RWInc from red books and above is as follows:

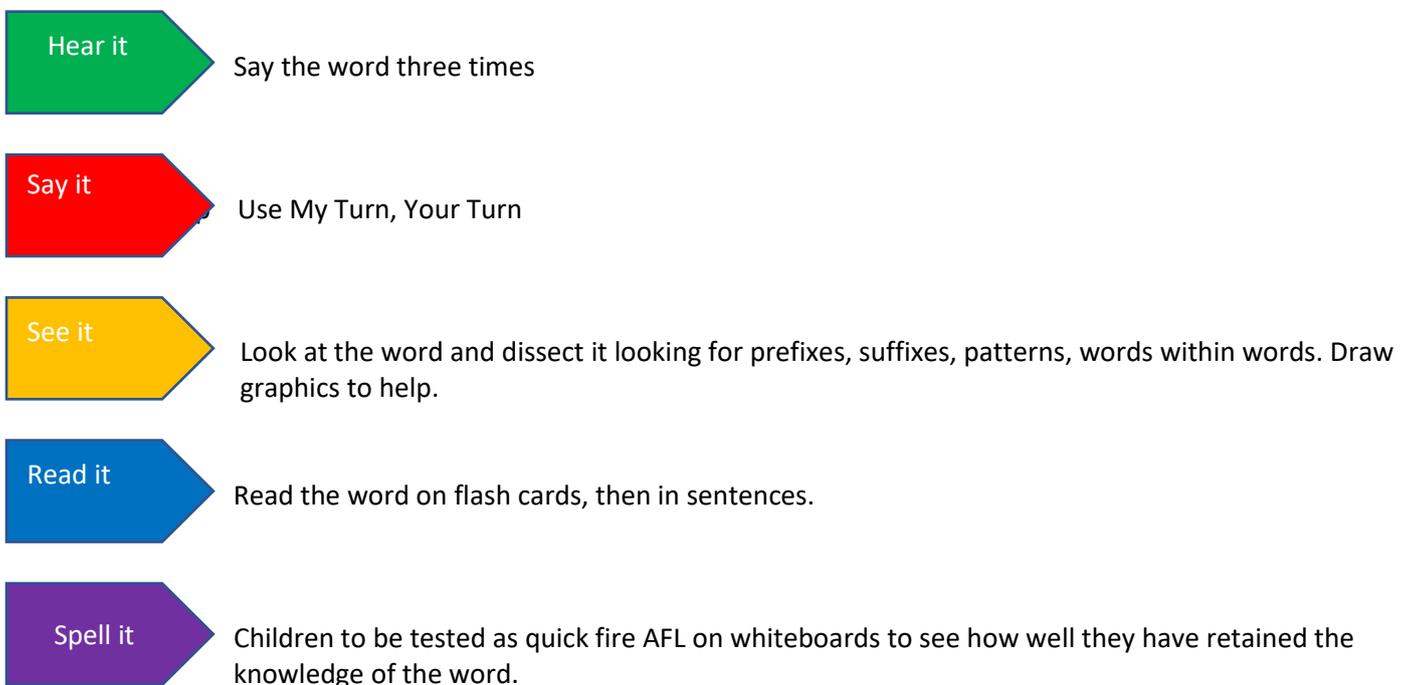


challenging or same sound different spelling). Tick or fix with a focus on spelling and handwriting. Teachers build words into lessons which may be commonly used in writing or words that introduce common suffixes. Teachers also use assessment for learning throughout all parts of the lesson to examine which sounds and spellings need revisiting in future lessons. In addition to this, the reading of red words (common exception words) takes place daily in RWInc lessons, these are displayed in all KS1 classrooms for reference in literacy lessons and are taught through songs in reception and year 1. Weekly spellings are sent home as part of the home learning policy. These contain four phonetic words and two common exception words.

Phase 2 for development of teaching spelling:

The approach in Phase 2 is similar/identical to that in Phase 1 so that pupils have had a chance to over learn their strategy to help embed their knowledge of how to learn words which go beyond phonological knowledge.

Suggestions for each element.



Lesson Approach:

1. Children are given 3 to 4 words off their spelling list for the week - a day where they practice hearing, saying, seeing, reading and spelling.
2. Children write the words on their whiteboard.
3. Children record words in purple book with graphics
4. Children are given a dictation with the words in a sentence.
5. Teachers to select other words which class are finding difficult to practice. These could be taken from a literacy lesson or from previous spelling lessons.

As above, teachers build words into lessons which may be commonly used in writing. Teachers also use assessment for learning throughout all parts of the lesson to examine which spellings need revisiting in future lessons. Spellings are sent home weekly as per the home learning policy, these are focused on the new spelling teaching with some older words to revisit.

In all spelling lessons the pride and presentation policy will be referred to and children will be expected to show the best handwriting, this will be addressed by teachers.

Attached to this document is a route way outlining the RWInc and National Curriculum spelling expectations, these directly correlate with the spelling patterns taught on Spelling Shed.

Year group	Expectations (RWInc and Spelling Frame)
Reception	<p>RWInc: Children learn to read and write the sounds:</p> <ul style="list-style-type: none"> - m, a, s, d, t - i, n, p, g, o - c, k, u, b - f, e, l, h, r - j, v, y, w, z - x, sh, th, ch, qu, ng, nk, ck. - ay, ee, igh, ow, oo, oo. <p>Once children know a group of sounds they:</p> <ul style="list-style-type: none"> - learn to make words with magnetic letters for reading and spelling - Read the corresponding green word cards - Learn to spell words with Fred fingers - Read words with double consonants or those that are multisyllabic. - In addition children should learn to sing the alphabet. <p>ELGs</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - 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.
Year 1	<p>Activities in RWInc which support spelling are:</p> <ul style="list-style-type: none"> - Fred rhythms to learn to spell words (identify potential problem graphemes in a word) - Fred fingers to memorise spellings (children practice saying sounds and spellings) - Spelling check (practice spelling words with a tricky grapheme) - Spelling test - Hold a sentence - <p>Children are taught: Set 2 sounds – ay, ee, igh, ow, oo, oo, ar, or, air, or, ou, oy. Set 3 sounds – ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, ow, ew, ire, ear, ure, e-e, au, ie, ue.</p> <p>These are taught using the spelling structure detailed above.</p> <ul style="list-style-type: none"> - Children are taught to spell with set 2 sounds before spelling words with the same sound but alternative spelling. - Children are taught to refer to the sounds that letters make as well as the letter names. (Yellow group and above) - Sounds that are dispersed through the programme but not directly taught include ea, oe, ore, tch, ve, ph, wh, y. - The programme builds in opportunities to teach the rule for adding 's' and 'es' as the plural marker for nouns and the third person singular marker for verbs.

	<ul style="list-style-type: none"> - Using -ing, -ed, -er, -est where no change is needed in a root word. - Common exception words (red words).
Year 2	<p>Activities in RWInc which support spelling are:</p> <ul style="list-style-type: none"> - Fred rhythms to learn to spell words (identify potential problem graphemes in a word) - Fred fingers to memorise spellings (children practice saying sounds and spellings) - Spelling check (practice spelling words with a tricky grapheme) - Spelling test - Hold a sentence <p>Children are taught: Set 3 sounds – aw, are, ur, er, ow, ai, ow, ew, ire, ear, ure, e-e, au, ie, ue, tion, cious. These are taught using the spelling structure detailed above.</p> <ul style="list-style-type: none"> - Children are taught to refer to the sounds that letters make as well as the letter names. (Yellow group and above) - Sounds that are dispersed through the programme but not directly taught include kn, wr, le. - Using -ing, -ed, -er, -est in a range of contexts. - Common exception words (red words). <p>Once children have completed the RWInc programme (end of spring term) they use Spelling Frame to deliver the following objectives:</p> <ul style="list-style-type: none"> - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. - The /s/ sound spelt c - The /l/ or /əl/ sound spelt –el at the end of words - The /l/ or /əl/ sound spelt –al at the end of words - The /aɪ/ sound spelt –y at the end of words - Adding –es to nouns and verbs ending in –y - The /i:/ sound spelt –ey - The /ɜ:/ sound spelt or after w - The /ʒ/ sound spelt s - The suffixes –ment, –ness, –ful, –less and –ly - Contractions - Possessive apostrophe - Homophones and near homophones
Year 3	<p>During spelling sessions children will be taught:</p> <ul style="list-style-type: none"> - Adding suffixes beginning with vowel letters to words of more than one syllable. - The /ɪ/ sound spelt y elsewhere than at the end of words - The /ʌ/ sound spelt ou. - Prefixes with negative meaning, un-, dis-, mis-, in- - Before a root word starting with l, in– becomes il. - Before a root word starting with m or p, in– becomes im–. - Before a root word starting with r, in– becomes ir–. - re– means ‘again’ or ‘back’. - sub– means ‘under’. - inter– means ‘between’ or ‘among’.

	<ul style="list-style-type: none"> - super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’. - Suffixes -ation, -ly, -ous. - Words with the endings sure, ture and sion. - Endings spelt –tion, –sion, –ssion, –cian. - Words with the /k/ and /j/sound spelt ch - Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que - Words with the /s/ sound spelt sc
Year 4	<p>During spelling lessons children will be taught:</p> <ul style="list-style-type: none"> - Words with the /eɪ/ sound spelt ei, eigh, or ey - Possessive apostrophe with plural words - Homophones and near-homophones - All common exception words taken from the year 3/4 list.
Year 5	<p>During spelling lessons children will be taught:</p> <ul style="list-style-type: none"> - Endings which are spelt tious, cious, tial, cial. - Words ending in –ant, –ance/–ancy, –ent, –ence/–ency - Words ending in –able and –ible - Words ending in –ably and –ibly - Adding suffixes to words ending in -fer. - Use of the hyphen. - Words with the /i:/ sound spelt ei after c - Words containing -ough. - Words with silent letters. - Homophones and other words that are often confused. -
Year 6	<p>During spelling lessons children will be taught:</p> <ul style="list-style-type: none"> - Homophones and other words that are often confused. - All common exception words taken from the year 5/6 list.