

Spelling

All accuracy should be taught within a context, so that children fully understand how to use it accurately within their writing. Once taught, incorrect spellings should be highlighted for correction in ALL written work and rules should be constantly reinforced. Anything in bold needs to be constantly reinforced throughout the school.

Activity ideas

Appendix 1 of the English Curriculum 2014 (A1), Letters and Sounds (L&S) , NLS Progression in Phonics (Pips) and NLS spelling bank (SB) all have lists of words, game ideas etc.

- Hangman - kill off the man quicker for silly suggestions, repeating letters said etc. You want them to focus on letters that blend or 'like' each other so that they 'see' spellings rather than just sound out.
- Snakes and Ladders - easily differentiated.
- Phoneme frame, sound buttons - identifying phonemes.
- Write word on partners back.
- Boggle, scrabble etc. The infants also have sponge letters, magnet letters etc.
- Mnemonics for tricky words.
- Anagrams, crosswords, word searches.
- Competitions for as many words with particular spelling patterns etc. Full circle game.
- Spelling investigations - look in NLS spelling bank book.
- Letter ladders.

Scheme of work

Children should be taught to build words from shorter words, to recognise word families/similar spelling patterns, to break words into phonemes/blends/syllables and to identify if the spelling looks correct.

1. Letters and sounds (EYFS)

Children will learn to spell the first 100 words and go through phase 3 and 4. (L&S)

2. Letters and sounds (KS1)

Children will learn to spell the next 200 words and go through phase 5 and 6. (L&S)

3. Common exception words (Yr1) (A1 pg 54)

Children will learn how to spell the common exception words such as 'the' etc

Children will learn how to spell the days of the week.

4. Parts of words (KS1)

Children should be taught the difference between a phoneme, blend, vowel, consonant and syllable.

5. English words (KS1)

Children will learn that English words hardly ever end with the letters j or v. If a letter ends in a v sound, then an e is normally added to the end. At the end of a word, the j sound is spelt -dge after short vowel sounds. In other positions in words, the sound is often spelt as g before e, i and y. However, it is always spelt as j before a, o and u.

Children will learn that q is always followed by a u - qu

6. Prefixes and suffixes (KS1)

Look at the rule for adding 's' and 'es' as the plural marker for nouns and the third person singular marker for verbs (A1 pg 51)

Children will learn to use the prefix un (A1 pg 54).

Children will learn the suffixes- ing, ed,er and est where no change is needed to the root (A1 pg 56).

7. Spelling Phonemes (Yr2)

Children will learn new ways of spelling phonemes for which 1 or more spellings are already known.

8. Using K (KS1)

Children will learn that the k sound is spelt as k, rather than as c before e, i and y.

9. Homophones and near homophones (KS1)

Children will learn the different spellings of common homophones and the meaning of each (SB pg 20, A1 pg58)

10. Common exception words (Yr2)

Children will learn words with exceptions eg could (A1 pg 58)

11. Short vowels (KS1)

Children will learn after a short vowel the consonants f, l,s and z are usually doubled e.g. cliff, off, stuff, well, hill, doll, mess, miss, loss, jazz, whizz etc. They should be made aware of exceptions such as all, class and bull.

12. Contractions (KS1)

Children will learn the effect of joining 2 words together and how the apostrophe is used to indicate missing letters. (SB pg15, 19, A1 pg 57)

Children will learn when to use its and it's. (SB pg37)

13. Compound words (KS1)

Children will learn that compound words are two words joined together to form one word (A1 pg 54)

14. Verbs (KS1)

Children will investigate how verbs are altered when 'ing' is added and the spelling rules. (SB pg 4, 23, 62, A1 pg 56)

15. Suffixes (KS1)

Children will learn how a root is altered when adding: ing, ed, er, est. (SB pg 8,13, 23,46 A1 pg 56)

Children will learn how words are spelt and the meaning of -ly, ful and less, ness and ment. (SB pg13, 35, A1 pg57)

16. Word list - Years 3 and 4 (To be taught throughout year 3/4)

Children will learn the year 3 and 4 word list.

17. Irregular tenses (Yr3/4)

Children will investigate irregular tense changes. (SB pg24)

18. Soft c and g (Yr3/4)

Children will learn that when c and g are followed by e,i or y, they have the soft sounds s and j e.g. city, cell, cycle, gentle, gin and podgy. They should be made aware of exceptions e.g. girl and get.

19. The ar sound (Yr3/4)

Children will learn that only the letter a comes before s,f, th and there is no r e.g. bath, path, craft, raft, master etc.

20. Single l (Yr3/4)

Children will learn when the suffixes all, full and till are added as suffixes or prefixes to words, the rule is to drop the last l e.g. until, powerful, although, fulfil

21. Prefixes (Yr3/4)

Children will learn how words are spelt and the meaning of - de, dis, in, non, un, il, ir, re, pre, inter, mid, post, super, sub, over, under, trans, ex, auto and anti, mis, mal, contra, co, con, com. (SB pg6, pg17, A1 pg60)

22. Suffixes beginning with vowels (Yr3/4)

Children will learn to double the consonant letter if it has a vowel before it and is stressed to words of more than 1 syllable e.g. forgetting (A1 pg59)

23. Suffixes (Yr3/4)

Children will learn the rules and meanings of the suffixes - ation, ly (SB pg. 29, A1 pg60) and the exceptions to the rules.

24. Different endings (Yr3/4)

Look at the spelling of words ending in the following sounds - sure (eg measure), ture (e.g. creature), sion (eg division) (SB 36,51, A1 pg61)

25. Tricky suffixes (Yr3/4)

Children will learn the rules for adding the suffix ous, ion and ian. (SB pg. 24, A1 pg. 61&62)

26. Number prefixes (Yr3/4)

Children will learn the prefixes and meaning of uni, mono, bi, tri, quad, penta, dec, cent, semi.

27. Different sounds (Yr3/4)

Children to investigate the alternative sounds the phoneme 'ch' can make- as in scheme, chemist, chef, chalet etc (A1 pg 62) and their origins.

Children will investigate the alternative 'g' and 'que' sounds and their origins - as in league, unique (A1 pg62)

Children will investigate the alternative sound 'sc' and their origins - science, scene (A1 pg62)

28. Plurals (Yr3/4)

Children to learn the spelling rules for plurals - s, ies, es, ves. (SB pg10, 28, 41, 42, 63)

Children to learn when to use an apostrophe with plural words and with singular proper nouns. (A1)

29. Homophone/homonyms (Yr3/4)

Children will learn the difference between a homophone and a homonym and common spellings of both. (SB pg20, 22, 49)

30. Altering nouns and adjectives (Yr3/4)

Children will investigate how nouns and adjectives can be made into verbs by adding suffixes. (SB pg27)

31. Conjunctions Yr3/4)

Children will investigate meanings and spellings of conjunction. (SB pg59)

32. Word list - Years 5 and 6 (To be taught throughout year 5/6)

Children will learn the year 5 and 6 word list.

33. Word endings (Yr5/6)

Children will learn words with the endings -cious and tious (A1 pg 66)

Children will learn words with sounds- cial and tial and the exception words (A1 pg 66)

Children will learn words ending in - ant, ance, ancy, ent, ence and ency (A1 pg 66)

Children will learn words ending - able, ible, ably, ibly (SB 36,A1 pg 67)

34. Suffixes (Yr5/6)

Children will learn the rule for adding the suffix fer (A1 pg 67)

Children will learn the ee, or, er are added to show a person who does something e.g. employee, referee, writer, employer, actor etc

35. Hyphens (Yr5/6)

Children will learn when to use a hyphen to join a prefix to a root (A1 pg67)

36. Except after c (Yr5/6)

Children will learn the rule and exceptions to the 'i before e' rule, which only applies to words with an ee sound e.g. chief, field, niece, piece, receive, ceiling, deceit (SB pg. 55, A1 pg. 68)

37. Ough sound (Yr5/6)

Children will learn the ough spelling (SB pg. 29,33, A1 pg. 68).

38. Silent letters (Yr5/6)

Children will learn to spell words with silent letters (SB pg11, A1 pg. 68). K and g at the beginning of words (e.g. knock, know, knee, gnat and gnaw) would have been pronounced hundreds of years ago.

39. Homophones/homonyms (Yr5/6)

Children will learn the spellings of homophones and homonyms and other words that are often confused (A1 pg. 69)

40. Common root words/strings(Yr5/6)

Children will investigate the use, origins and meanings of common roots and strings - dec, graph, mini, micro, etc. (SB pg34, 39, 43)

41. Sats words (Yr6)

Children will learn the words and patterns of the previous Sats spelling words. (Shareen Mayers Yr6 Past spelling test words 2013)

42. Spelling patterns and derivations (Yr6)

Children will identify and investigate the spelling patterns and derivations of words. (SB pg44, 67)

43. Unstressed vowels (Yr6)

Children will learn how to spell unstressed vowels in polysyllabic words. (SB pg52, 69)

44. Changing words (Yr6)

Children will investigate and learn how to change verbs to nouns, nouns to verbs etc. and the spelling rules. (SB pg 53, 54, 56, 66)

45. Common errors

Children will investigate and learn the correct spellings of common errors e.g. practise/practice, affect/effect etc. (NLS KS3)

46. Year 7 words

Children will learn the spelling rules and patterns for the year 7/level 6 words. (Shareen Mayers KS3 Yr7 Spelling bank)

47. KS3 spelling list

Children will learn spellings from KS3 spelling list. (NLS Appendix 1 Key stage 3)

48. Generating spellings

Children will generate their own spellings to learn from the curriculum and words they find difficult.

49. Word Origins

Children will investigate the origins of words and look at the impact this has on spelling.