

Spelling Policy

At Pheasey Park Farm Primary School we believe that spelling is an integral and essential part of children's reading and writing development. For children to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. Ensuring the correct spellings of words in independent writing is essential to support the children to communicate their understanding in all curriculum subjects by being confident to develop a rich choice of written vocabulary. By providing the children with an understanding of phonics and with a range of strategies for spelling patterns and spelling rules we equip them with the independence to attempt to spell words accurately. As children develop spelling competency, their confidence and independence in writing will increase.

Aims and Objectives

- to develop confidence and accuracy when spelling across the curriculum
- to develop and teach the children to use a range of effective spelling patterns and strategies
- to become independent at spelling words by using a range of spelling patterns and strategies
- to develop spelling strategies: morphology, etymology, patterns in words
- to have an interest in developing word choices and understanding their meanings
- to use dictionaries and spell checks effectively
- to develop a wealth of vocabulary
- to encourage creativity and the use of more ambitious vocabulary in their independent writing
- to enhance proof reading and editing
- to provide equal opportunities for all pupils to achieve success in spelling

Early Years

Spellings are taught through our daily Phonics lessons, children are also exposed to 'Rainbow Words' these include words such as the, was, he, she, they. These are words that children are expected to be able to read and spell by the end of the Early Years. These words do not follow a spelling pattern, instead they are words children have to learn through memory and continuous practice.

Parents are provided with a list of these words at the start of Reception and are asked to work on these at home with their child.

Pheasey Park Farm KS1 Spelling Guide - Year 1 and 2 Spelling Lesson Structure

Spellings will be taught in the order that is shown on the KS1 Spelling taught order grid and is based on the AnimaPhonics Scheme and KS1 National Curriculum expectations.

The teaching of spellings will take place weekly, each spelling lesson will be split into two parts. The first part of the session will be the spelling test based on the spelling pattern learnt the previous week and the second part will be learning a new spelling pattern and setting spellings for the following weeks test. Lessons have PowerPoints to ensure consistency. Children will complete work on lined whiteboards and will have spelling test books.

Opportunities will be exploited in spelling lessons and at other times to teach strategies for spelling - colour coding, mnemonics, chunking, pyramid words etc.

Spelling patterns taught are a focus in all lessons across the curriculum.

Once the lesson with the new spelling pattern has been taught, the spellings that children need to learn at home will be put on year group pages. Spellings tests will be completed in spelling books and results will be collated and kept in the Class Folder.

Results will not be shared with children or parents so that the focus is on learning the spellings to use during independent writing rather than the number of words spelt correctly in a test situation.

During the year, lessons will also be planned to recap any spelling patterns that the children have found challenging and that they would benefit from having additional teaching on.

KS1 Units - Spelling

Year 1

- Y1 Common exception words
- Spelling pattern - ee
- Spelling pattern - ar
- Spelling pattern - The sound /k/ spelt ck
- Spelling pattern - oa
- Spelling pattern - or
- Spelling pattern - oo
- Spelling pattern - ai/igh
- Spelling pattern - ear/ou
- Spelling pattern - ur
- Spelling pattern - oi
- Spelling pattern - air
- Spelling pattern - ew

- Pattern - The sounds /f/, /l/, /s/, /z/ spelt ff, ll, ss, zz
- Spelling pattern - er
- Spelling pattern - ay/ea
- Spelling pattern - ie
- Spelling pattern - ue
- Spelling pattern - ow
- Spelling pattern - a-e, I-e, o-e, e-e, u-e
- Spelling pattern - ir
- Spelling pattern - aw
- Spelling pattern - au
- Spelling pattern - ow
- Spelling pattern - n before k
- Spelling pattern - ph/wh
- V at end on words
- Spelling pattern - tch
- Spelling pattern - are
- Spelling pattern - oe/words ending in y
- Spelling pattern - ea (e)

Year 2

- Y2 common exception words
- The /l/ or /əl/ sound spelt -le at the end of word
- The /l/ or /el/ sound spelt -el
- The /l/ or /el/ sound spelt -al at the end of words
- The /ee/ sound spelt -ey or y
- Words ending in tion
- The /ie/ sound spelt -y at the end of words
- 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 /n/ sound spelt kn and (less often) gn at the beginning of words
- The /s/ sound spelt c before e, i and y
- Contractions
- Homophones and near-homophones
- The /r/ sound spelt wr at the beginning of words
- Adding -es to nouns and verbs ending in -y
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
- Words ending -il
- The suffixes -ment, -ful ,
- The suffixes --ness, -,and -ly

- The suffixes --less
- The or sound spelt a before l and ll
- The u sound spelt o
- The o sound spelt a after w and qu
- The er sound spelt or after w
- The z sound spelt s
- The possessive apostrophe (singular nouns)

Pheasey Park Farm KS2 Spelling Guide - Year 3-6 Spelling Lesson Structure

Spellings will be taught in the order that is shown on the KS2 Spelling taught order grid and is based on the KS2 National curriculum expectations. This order can be found in SharePoint under English-Spellings.

Learning will be over two sessions each week: one to investigate and practice the spelling patterns and one to apply and 'test'. - Both lessons have PowerPoints to ensure consistency. Children will complete work on lined whiteboards and will have spelling test books.

Opportunities will be exploited in spelling lessons and other times to teach strategies for spelling - colour coding, mnemonics, chunking, pyramid words etc.

Spelling patterns taught are a focus in all lessons across the curriculum.

Once the lesson with the new spelling pattern has been taught, the spellings that children need to learn at home will be put on year group pages.

A letter will go home for those children working on a lower year group spellings to explain their weekly spellings will be sent home on paper.

Spellings tests will be completed in spelling books and results will be collated and kept in the Class Folder. Children will be encouraged to share with parents/carers how many spellings they achieved each week. Staff will speak to parents regarding any concerns they have.

Lesson 1 - 30 mins

Share focus of lesson.

Complete activities based on the spelling pattern.

Review the learning.

Share 10 key words which follow the focus spelling pattern learned, discuss meaning of words.

Upload spellings to class page.

Lesson 2 - 30 mins

Review focus of previous lesson.

Complete activities based on the spelling pattern.

Opportunity to practise some of the words in the test.

Spelling test.

Display words on board and children to mark their own/partner's test.

Activity based on words eg write a sentence containing each word, write out each word and the meaning of each word.

Teacher to move around the room checking spelling tests and recording results.

KS2 Units - Spelling.

Year 3

- Suffixes: Past and present tense
- Suffixes: plural
- Suffixes: -y
- Suffixes: -ly
- Suffixes: -ful and -less
- Suffixes: -er and -est
- Silent letters
- Prefixes un-, dis-, mis- and non- de-, re-, sub- and super-
- Homophones and homonyms
- Compound words

Year 4

- Suffixes - past and present tense
- Suffixes: -ate -en -ify -ise
- Suffixes: -tion -ity -ness
- Suffixes: -tion -cian -sion -ssion
- Suffixes: -ous
- Suffixes: -ial
- Suffixes: -al
- Suffixes: -ic
- Suffixes: -ary / -ery
- French-derived sounds: sh (ch) g (gue) k (que)
- Double consonants
- Compound words
- Homophones
- Suffixes: -ify -ise

Year 5

- Suffixes: plurals
- Suffixes: -ate -en -ify -ise- ary -ery -ic -al -ity -tion -ness
- Homophones + near homophones
- Syllables: -fer syllables

- Suffixes: -tion / -cian / -sion / -ssion
- ee/ sound 'ie' or 'ei' spelling
- Word endings: -ant and -ent
- Suffixes: -able -ible
- C making soft and hard sound
- Etymology: words of Greek origin 'ch' 'ph' and 'sc' spellings
- Unstressed vowels in polysyllabic words
- Prefixes: - in- il- im- ir- inter- anti- auto- bi- trans- tele- circum- pre- pro- sus- con- com- a

Year 6

- Homophones
- Suffixes: Past and present
- Suffixes: -er and -est comparative and superlative
- Suffixes: plural
- Suffixes: -le -el -al -il
- Letter strings: -ough, ear, ou, au, ice
- Suffixes: -tion, -cian, -sion, -ssion
- Suffixes: -ous
- Suffixes: -ial
- ee/ sound spelt ie or ei
- Word endings: -ant -ent -ance -ence
- Suffixes: -ible -able
- Silent letters
- French and Greek etymology
- Curriculum words

During the year, children will also focus on learning to spell the words from the National Curriculum Year 3 and 4 and Year 5 and 6 spelling lists.

Lessons will also be planned to recap any spellings that the children have found challenging and would benefit from additional teaching.