



Sleights Church of England  
(Voluntary Controlled) Primary School

# Spelling Policy

September 2019

*Working together to be happy; to flourish; to succeed  
through our Christian Values of  
perseverance, respect and trust.*

This policy will identify the intent, implementation and impact expected within the teaching of spellings at Sleights. Procedures are identified for the teaching of spelling in:

- The Early Years Foundation Stage
- Key Stage One
- Key Stage Two

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to spelling. Our approach enables children to explore spelling patterns and rules through taught sessions, games and play. Through this approach, we aim for our children to flourish and succeed through positive, happy exploration of spelling. Our Christian Values of are firmly rooted in this policy.

Christian Value	How is this value lived out in our spelling policy?
<b>perseverance</b>	<p><i>I can do all things through Christ who strengthens me (Philippians 4.13)</i>            We promote perseverance in spelling by teaching children to invest in practising spellings and persevere. Our children articulate perseverance as spending time learning something, or improving something. This articulation applies perfectly to our approach to spelling.</p>
<b>respect</b>	<p><i>So in everything, do to others what you would have them do to you (Matthew 7:12)</i>            Support in spelling is respectful to all children. We recognise that practising spelling relies on support from home, but understand this is not always possible. Therefore, we provide opportunities in school for children to practise, apply or use spellings during the school day, as well as at home.</p>

### Statement of Spelling Intent

The children at Sleights will be provided with a spelling curriculum offer designed to:

- Make the partnership between ‘phonics’ teaching and ‘spelling strategies’ explicitly clear.
- Systematically build up children’s understanding and knowledge of the relationship between letters and sounds.
- Enthuse and engage children to explore spelling strategies through practical and hands on taught sessions.
- Teach the children to make links between alternative pronunciation and spelling, so that they can make informed opinions on spelling choices.
- Equip children with a range of skills and approaches to tackle the spelling of unfamiliar words.
- Give children the confidence to communicate and use words.

### Statement of Spelling Implementation

The spelling curriculum at Sleights will be implemented across:

- Daily phonic sessions across the Early Years Foundation Stage and Key Stage One. Sessions will include opportunities to revisit and review, teach, practise and apply.
- In Key Stage Two, well planned and highly focused spelling sessions, focused on a unit of spelling strategies across a fortnight (see planning document)
- Additional spelling booster sessions for those children who require further support.

### Statement of Spelling Impact

The impact of our spelling curriculum will be measured through:

- Pupil voice/confidence
- Fortnightly spelling assessment tracking
- Termly assessment scores
- Feedback from children’s work across the curriculum
- External assessments (SATs and Phonics Screening Check in Year 1)
- Within children’s writing across the curriculum.

## Phonics

Children begin to learn spelling through focused phonics teaching in the Early Years Foundation Stage (Explorers and Pioneers). Phonics teaches the children to identify and use letter sounds and how different letters combine to make the 44 phonemes of the English language.

The national guidance 'Letters and Sounds' underpins our phonics approach. Work begins supporting children to hear sounds around them and identify beats within words (through games, such as clapping sounds in their name) Known as 'Phase 1' phonics, children enjoy practical and hands on activities to explore sounds and letters.

As children begin Phase 2, phonics develops further to introduce the relationship between graphemes (a written letter/s) with their associated phoneme (sounds) Children progress through more complex phonics phases as they move through Reception class (Pioneers) and into Year 1 (Adventurers).

Children continue to develop their understanding of phonics through discrete teaching, introducing alternative pronunciations for spelling etc. This practice continues through children's time in Key Stage One.

At the end of Year 1, children are assessed on the National "Phonics Screening Check".

## Progression to spelling patterns

Once children have established a firm understanding of the basic principles of spelling and the wide ranging phonemes that are used for spelling (usually within Year 2 or 3), children progress to specific spelling patterns, related to their age related curriculum.

Sleights uses the North Yorkshire spelling programme to underpin the teaching of spelling across Key Stage Two. This involves specific teaching of spelling several times a week, consisting of games, taught sessions, investigations and assessments.

## Spelling support

At Sleights, we believe that high quality teaching engenders effective learning. However, we do provide intervention to quickly ensure that those children at risk of falling behind are supported quickly.

This support is established in a number of ways, including:

- Additional focused phonics sessions
- Project Code X intervention

## Teaching spelling at Key Stage Two

The spelling programme is organised into five units across a term. These units represent approximately two week units. Each unit focuses on the teaching and learning of spelling conventions/rules, statutory word lists and common exception words.

Each two week unit includes directed whole class and group guided sessions, independent sessions and a review/assess session.

Differentiation is essential for the varying needs of children in each class. The programme focuses on age related objectives, in order that the needs of the majority of the children are targeted. However, each teacher will plan appropriate questions and activities for the necessary stretch and challenge.

## Unit overview for spelling in Key Stage Two

Each unit is broken into a number of key sections and will last approximately two weeks. Individual year group guidance provides specific guidance for appropriate resources, or additional reading. Each session should take approximately fifteen to twenty minutes.

In week one, children should complete section one and two days of section two activities.

In week two, children should complete one section two activity, in addition to sections three and four.

- **Section 1: A whole class, teacher led session to explore the focus convention/rule (one session)**

The class teacher will choose an activity for investigating the focus convention/rule. This will be a differentiated activity to support all learners access to age related content. Prior to the session, guidance from the individual year group planning/support should be followed to identify appropriate activities. Focus words should also be chosen **before** the taught session.

At the end of the session, children should be given some words to take away and learn. A template is provided for teachers to adapt in order to provide children with:

- Five words (LKS2) / Eight words (UKS2) directly linked to the convention/rule
- A sentence for each of the above words
- A child friendly explanation of the convention/rule
- Instructions for the children to find five more words relating to the convention and to put them in a sentence. This could be linked to home reading, or guided reading sessions. It is important for pupils to find additional words for the rule in their own reading and writing. These words will be shared in section 3.

**As these will be the words that children will learn for homework, this session must take place on a Thursday each week. The spelling review session should take place the following week not before Tuesday (in line with the homework policy – September 2018)**

- **Section 2: A range of teacher led and independent activities (over a number of sessions)**

Guidance in each year group's supporting documents will provide appropriate activities for this stage. Stage 2 will include a combination of teacher led and independent activities:

*Teacher led:* interactive guided session, with a clear objective, to challenge and support the children.

*Independent:* the class teacher will select appropriate activities that are differentiated to meet the needs of the children, to develop the learning introduced during the whole class session.

- **Section 3: A whole class teacher led session to explore high frequency words (one session)**

Using the spelling list appendix in the National Curriculum, high frequency and/or cross-curricular words that will be targeted in the focus unit will be identified.

Using guidance in year group specific plans, identify activities for the children to complete that can be differentiated to support all needs. Words that children have found from their task in section 1 should be shared and explored. Do the children notice patterns? Have children found exceptions the rule etc.

- **Section 4: Teacher led assessment and review (one session)**

The National Curriculum states that children should "write from simple memory simple sentences, dictated by the teacher, that include words and punctuation taught so far"

Within this session, children should write down or say the convention/rule that has been taught.

The class teacher should dictate two sentences that include words that the children have taken home to practise.

The class teacher should dictate two sentences that are based on the convention, to assess if the children have understood the convention. These will be words the children have not learnt at home prior to the test.

## Long Term Planning for Year 3/4 Spelling

The Sleights spelling programme has been devised by the North Yorkshire County Council English advisory team. In Lower Key Stage 2, the spelling curriculum is taught on a two year rolling programme.

### Year A: Years 3/4 (2020/2021)

Year A	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Autumn	Adding 'ing' & 'ed' (Y3) Regular verb endings 's', 'ed' & 'ing' (Y4)	Prefix 'un' & 'dis' (Y3) Prefix 'in', 'im' & 'il'	Suffix 'ment', 'ship', 'hood' & 'ness' (Y4)	'le' words (Y3) Explore spelling patterns for soft 'c' & soft 'g' e.g. circle/giraffe	Homophones (Y4) or near homophones: bawl & ball
Spring	Compound words (Y3) Compound words (Y4)	Suffix 'er', 'est' & 'y' (Y3)	Plurals – adding 's' to nouns (Y3) Plurals – changes to 'f' (Y4)	Suffix 'ight' & 'ough' (Y4)	Suffix 'er' & 'able' (Y3)
Summer	Contractions (Y3) Possessive apostrophe with plural words. Distinguish the forms its/it's Distinguish the forms its/it's (Y4)	Polysyllabic words (Y3) Words with/ai/ sound spelt ei, eigh, ey	Suffix 'ful', 'ly', 'ive', 'tion', 'ic' & 'ist' (Y4) ation' added to verbs to form nouns	Spelling of ch (Greek: chorus. French: chalet) Words ending in 'gue' & 'que' antique, tongue	Common letter strings (Y4)

### Year B: Years 3/4 (2019/2020)

Year B	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Autumn	Adding 'ing' & 'ed' (Y3) Regular verb endings 's', 'ed' & 'ing' (Y4)	Suffix 'al', 'ary' & 'ic' (Y4)	Prefix 're', 'pre' & 'de', 'sub' meaning under 'inter' meaning between or among.	Double consonants (Y4)	'w' special (Y3)
Spring	Compound words (Y3) Compound words (Y4)	Prefix 'a', 'al', 'af' & 'ad', (Y4) 'super', meaning above 'auto', meaning self or own (Y3)	Plurals – adding 's' to nouns (Y3) Plurals – changes to 'f' (Y4)	Suffix 'ful', 'ly' & 'less' (Y3)	Suffix 'ous', 'ious', 'tion' & 'ial' (Y4) Endings: 'tion', 'sion', 'ssion', 'cian'
Summer	Contractions (Y3) Distinguish the forms its/it's (Y4)	Common roots (Y4)	Prefix 'mis', 'co', 'non', 'anti' & 'ex' (Y3)	Suffix 'ible', 'able', 'ive', 'tion' & 'sion' (Y4) 'ture' & 'sure' endings	Revise plurals 'f', 'y' & 'irregular plurals' (Y3)

## Long Term Planning for Year 5/6 Spelling

The Sleights spelling programme has been devised by the North Yorkshire County Council English advisory team. In Upper Key Stage 2, unlike Year 3/4, the curriculum is organised on a one year programme.

### Years 5/6

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Autumn	Prefix 'auto', 'bi', 'circum' & 'trans' 'pre' & 're' Root words – prefixes & suffixes	Suffix 'ful' Suffix 'cian' (moved from unit 5) Endings which sound like cious or tious Endings with cial & tial Suffix 'ent', 'ence', 'ant' & 'ance'	Root words Use of the hyphen to join a prefix to a root e.g re-enter, c-ordinate	Polysyllabic words – application of knowledge Words containing the letter string ough	Homophones & other words that are often confused
Spring	Revision of spelling conventions soft c/g (Y6) Silent letter words: loch, knight	Plurals - 'x', 's', 'ss', 'ch', 'tch' & 'sh' (Y5)	Plurals – 'o', 'f', 'ff', & 'y' (Y5) Common exception words & word lists	Adding 'ing', 'er', 'ed' & 'est' (Y5) Suffix 'cian' Endings which sound like cious or tious Endings with cial & tial (Y5)	
Summer	Y endings	i before e	Transforming words Adding suffixes beginning with vowel letters to words ending in 'fer'	Prefix 'in', 'im' & 'il' Words spelt with ei after c	Common letter strings Homophones Common exception words & word lists
	Revision of phonics & spelling conventions as appropriate to the children's needs & focus on etymological aspects of language.				

## Short Term / Individual Unit Planning for Key Stage 2

Across Key Stage 2, each individual unit listed above details specific links and references to support teacher planning and lesson delivery.

## Recording spelling work in Key Stage Two

Each child at Sleights has their own spellings book, where work relating to the taught sessions is recorded. There is no requirement for a separate book for testing. The work should be clearly displayed in each child's book with a date and title.

**At the start of a new unit**, a child should record the date and the new spelling rule/convention, e.g.

Thursday 12<sup>th</sup> September 2018

L.O. Adding -ing and -ed

The focus rule must be recorded. In some cases, it would be appropriate for this to be pre-prepared and glued into a child's book.

**Throughout Section Two**, children should record a new date for each session. A new title is not required.

For **Section Three**, children should record a new date and the title High Frequency Words.

Finally, for **Section Four**, children should record a new date, on a new page (to avoid referring back to previous work) and the title **Spelling Review**. Whilst this session will be completed to identify what an individual has achieved, it is important that opportunities for discussion about the spellings also takes place.

## Word lists for Key Stage Two spelling

To support teachers in addressing the requirement for pupils to learn the content of the statutory 'word lists' in the Key Stage 2 programmes of study within the National Curriculum, the following word list has been established. Additional common spelling patterns are also clustered accordingly below.

\*These words should be explored as exceptions to the convention/pattern being addressed.

Y3/4 Curriculum Links (Pages 49-55)	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	accident(ally), occasion(ally), possess(ion)	criticise, curiosity, especially
<b>The /I/ sound spelt y elsewhere than at the end of words</b>	bicycle *busy/business, century, early, February, history, library, naughty, ordinary, probably	physical, rhythm, symbol, system *rhyme
<b>The /ʌ/ sound spelt ou</b>	enough, famous *continue, group, material, purpose, suppose	*develop, familiar, muscle, occur
<b>More prefixes (un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)</b>	imagine, important, increase, interest	interfere, interrupt *remember
<b>The suffix -ation</b>		explanation
<b>The suffix -ly</b>	actually, probably	especially, frequent(ly), immediate(ly), sincere(ly)
<b>Words with endings sounding like /ʒə/ or /tʃə/ (-sure, -ture)</b>	pressure *answer, calendar, century, certain, consider, early, earth, grammar, heard, learn, natural, particular, peculiar, popular, quarter, regular, remember	signature, temperature
<b>Endings which sound like /ʒən/ (-sion)</b>	mention, occasion(ally), position, possession	competition, explanation, profession, pronunciation
<b>Y3/4 Curriculum Links (Pages 49-55)</b>	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
<b>Suffix -ous</b>	famous, various	conscious, disastrous, marvellous, mischievous
<b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b>	mention, occasion(ally), position, possession	competition, explanation, profession, pronunciation
<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		
<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>	*pressure	
<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b>		queue *language
<b>Words with the /s/ sound spelt sc (Latin in origin)</b>	describe	muscle
<b>Words with the /eɪ/ sound spelt ei. eigh or ey</b>	eight/eighth, reign, weight *height, potatoes, straight	neighbour
<b>Possessive apostrophe with plural words</b>		
<b>Homophones and near homophones</b>	though, thought, through, woman/women	conscience, conscious, thorough

Y5/6 Curriculum Links (Pages 56-62)	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
<b>Endings which sound like /ʃəs/ spelt -cious or -tious</b>		conscious
<b>Endings which sound like /ʃəl/ (-cial and -tial)</b>	special	*available, individual, muscle, physical, symbol, vegetable, vehicle
<b>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</b>	experience	relevant, restaurant ancient, apparent, excellent, sufficient, frequently, parliament existence
<b>Words ending in -able and -ible, -ably and -ibly</b>	possible	available, vegetable
<b>Adding suffixes beginning with vowel</b>		

<b>letters to words ending in -fer</b>		
<b>Y5/6 Curriculum Links (Pages 56-62)</b>	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
<b>Use of the hyphen</b>		
<b>Words with the /i:/ sound spelt ei after c</b>	believe, experience	achieve, mischievous *ancient, conscience, convenience, foreign
<b>Words containing the letter string ough</b>	although, enough, though, thought, through	thorough
<b>Words with 'silent' letters</b>	favourite, imagine, island, knowledge, length, medicine, promise, purpose	foreign, government, twelfth, yacht
<b>Homophones and other words that are often confused</b>	though, thought, through, woman/women	conscience, conscious, thorough

<b>Other spelling patterns</b>	<b>Words from Y3/4 'Word List'</b>	<b>Words from Y5/6 'Word List'</b>
<b>Revision of the split digraph</b>	arrive, believe, breathe, complete, increase, decide, describe, exercise, extreme, guide, notice, opposite, separate, suppose, surprise *favourite, imagine, medicine, minute, promise, purpose	accommodate, appreciate, communicate, criticise, exaggerate, interfere, persuade, recognise, sacrifice, sincere *aggressive, average, bruise, definite, desperate, prejudice, privilege
<b>Words with double consonants</b>	accidentally, address, appear, arrive, different, difficult, disappear, occasionally, opposite, possession, possible, pressure	accommodate, accompany, according aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, embarrass, exaggerate, excellent, harass, immediate(ly), interrupt, marvellous, necessary, occupy, occur, opportunity, profession, programme, recommend, sufficient, suggest
<b>Soft c/ Soft g</b>	bicycle, centre, century, certain, circle, decide, exercise, experience, imagine, medicine, notice, recent, sentence, strange *special	appreciate, average, cemetery, conscience, convenience, excellent, existence, hindrance, language, necessary, nuisance, prejudice, sacrifice, vegetable *especially, sufficient
<b>Other spelling patterns</b>	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
<b>Words with the /ure/ sound</b>	answer, calendar, centre, certain, circle, consider, early, earth, grammar, heard, learn, particular, peculiar, perhaps, popular, pressure, purpose, quarter, regular, remember	amateur, awkward, familiar, leisure, neighbour, occur, signature, temperature
<b>Word endings -ite, -ate, -ete and -ute</b>	complete, favourite, minute, opposite	accommodate, appreciate, communicate, definite, desperate, exaggerate
<b>Words ending in -y</b>	century, early, February, history, library, naughty, ordinary	accompany, category, cemetery, community, controversy, curiosity, dictionary, forty, identity, occupy, opportunity, secretary, variety
<b>Ex- at the beginning of words</b>	exercise, experience, experiment, extreme	exaggerate, excellent, existence, explanation
<b>Additional words (not yet addressed in any other section)</b>	breath, build, forward(s), fruit, guard, heart, often, perhaps, question, strength, therefore	bargain, bruise, determined, environment, equip(ped/ment), guarantee, lightning, shoulder, soldier, stomach



## Other resources to support teaching of Key Stage Two spelling

- National Curriculum 2014: English programmes of study Key Stages 1 & 2:  
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014>
- Primary Framework for Literacy & Mathematics – DfES 02011-2006BOK-EN  
[www.standards.dfes.gov.uk/primaryframeworks](http://www.standards.dfes.gov.uk/primaryframeworks)
- Spelling Bank - DfES 0086/2001  
<http://www.standards.dfes.gov.uk/primary/publications/literacy/63313/>
- Y2/3 Spelling Programme – DfES 0493-2003  
[http://www.standards.dfes.gov.uk/primary/publications/literacy/849451/nls\\_y2y3plan\\_spell049303.pdf](http://www.standards.dfes.gov.uk/primary/publications/literacy/849451/nls_y2y3plan_spell049303.pdf) (can be located in the resources section of the 'Playing with Sounds' CD)
- Letters & Sounds – 00281-2007BKT-EN  
<http://www.standards.dfes.gov.uk/local/cld/las.html>
- 1998 - NLS Framework for Teaching  
[http://www.standards.dfes.gov.uk/primary/publications/literacy/nls\\_framework/](http://www.standards.dfes.gov.uk/primary/publications/literacy/nls_framework/)
- February, 2010 - Support for Spelling  
<http://nationalstrategies.standards.dcsf.gov.uk/node/183127>

## Teaching spelling in Key Stage One

In Year One and Two (Adventurers Class), the children will be taught spelling following the Letters and Sounds phonics programme. Within the class, the children will be grouped accordingly to the phase they are working within.

Each day, the children will complete phonics activities that involve games, discussions, practising and recording sounds.

A new sound will be introduced each **Wednesday**.

On **Thursday**, for homework, children should be provided with:

- Five/Six words directly linked to the convention/rule
- A sentence for each of the above words
- A child friendly explanation of the convention/rule

During taught phonic sessions on **Friday and Monday**, the children will further explore the sounds and rules being taught.

On **Tuesday**, the children will complete a spelling assessment review, recording their learnt spellings.

Throughout the year, children in Year 2 will be recording some of their spellings within a dictated sentence.