



Fenland Federation

Curriculum Plan for Spelling

Intent

At Fenland Federation, we value spelling as a key life skill, and we work hard to support all children to become confident, accurate spellers by the end of Key Stage 2. We believe that by the end of Key Stage 2, children should have a solid understanding of the sound and spelling system and use this to read and spell accurately. This, in turn, will enable them to access texts that are inspiring and be able communicate their skills in a literary context.

It is our ambition to ensure that every child, regardless of the challenges they face will have the skills, to segment spoken words and apply spelling rules, to develop into confident and accurate spellers. We believe that this will ensure that they are well prepared for the next stage in their education and beyond.

We expect family at home to support their child with the learning of spelling rules and the spelling of the common exception words. This will contribute to performance in weekly spelling tasks. We use Lexia and keep parents informed of their child's performance in weekly spelling tasks to raise the profile of spelling across the school.

We recognise that not all children receive support for spelling outside of school and we strive to provide support and understanding for the barriers to spelling faced by some children.

Implementation

What spelling looks like in our School.

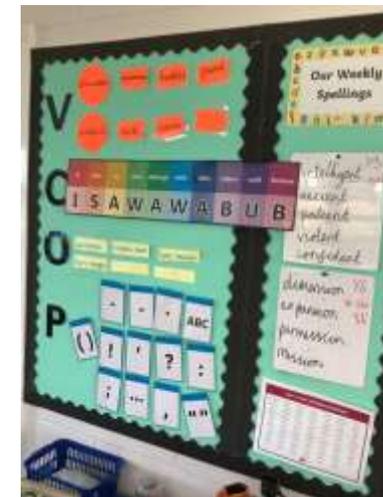
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| <p>Lapwing Class (Early Years Foundation Stage)</p> | <p>Our Phonics scheme is Read Write Inc (RWI) This lays the foundations for spelling. Nursery children learn to listen for rhyme in stories and poems Agreed marking policy supports self correction of spellings Use of the Ruth Miskin Portal for children who require more support. This can be used at school or a link sent home. Daily phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. Opportunities for spelling provided in continuous provision Lexia – a computer programme to develop spelling skills. Classroom writing area providing a variety writing tools and spelling prompts to encourage individual engagement All adults skilled at supporting spelling with this use of ‘Fred Fingers’ Children encouraged to always have a go at spellings RWI sounds displayed so that children are supported when writing their spelling choices We run a parent’s workshop to explain how their children will learn to spell and how they can help at home. Terrific Tickets for motivation</p> |  |
| <p>Skylark Class (Years One and Two)</p> | <p>Our Phonics scheme is Read Write Inc (RWI) this lays the foundations for spelling. Children in Year 1 follow the RWI Phonics programme. This, together with the ‘Get Writing’ tasks and teaching of the statutory spellings for Year 1 ensures coverage of all statutory spelling requirements. Children take home weekly spellings based on spelling rules being taught and statutory common exception words Children in Year 2 start the RWI spelling programme once they are confident, fluent readers and meet the statutory requirements for spelling at the end of Year 1. For those children who require more support to meet this requirement there are activities included for transitioning onto the programme in Year 2. Daily group spelling includes discussion and comprehension activities. Use of the Ruth Miskin Portal for children who require more support. This can be used at school or a link sent home. Lexia – a computer programme to develop spelling skills.</p> | |

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| | <p>Displays around the classroom support children with spelling choices and weekly spelling rules</p> <p>Red words and common exception words clearly displayed</p> <p>Continuous provision providing opportunities for writing and spelling games</p> <p>Terrific tickets</p> |
| <p>Barn Owl Class (Years Three and Four)</p> | <p>We use the RWI spelling programme – this continues from Year 2 and ensures continuity in learning from Marshchapel to Grainthorpe</p> <p>Every lesson begins with a speed spell and the video on Monday introduces the rules for the week</p> <p>Weekly spellings are displayed clearly around the classroom. Children learn statutory spellings for their year group and also spellings using the spelling rule(s) for the week</p> <p>QR code statutory spellings games offer a variety of different ways to motivate</p> <p>Lexia– a computer programme to develop spelling skills.</p> <p>Dictionaries are easily accessible for children to check spellings</p> <p>Dedicated teaching of dictionary skills</p> <p>Sound charts out on tables for reference</p> <p>Time given for children to correct spelling mistakes</p> <p>Marking policy used to support children correcting own spellings</p> <p>House points are given out for a score of 8/9/10 for weekly spellings</p> <p>Parents are informed of their child’s progress in spelling tasks</p> <p>Half termly Assessments enable us to identify progress and provide support as necessary.</p> |



Kestrel Class
(Years Five and Six)

The RWI spelling programme continues in Kestrel class.
Every lesson begins with a speed spell and the video on Monday introduces the rules for the week
Weekly spellings are displayed clearly around the classroom. Children learn statutory spellings for their year group and spellings using the spelling rule(s) for the week
Lexia– a computer programme to develop spelling skills.
Dictionaries are easily accessible for children to check spellings
Marking policy used to support children correcting own spellings
House points are given out for a score of 8/9/10 for weekly spellings
Parents are informed of their child's progress in spelling tasks
Beat Dyslexia and individual support for identified children
Half termly Assessments enable us to identify progress and provide support as necessary
Time given for children to correct spelling mistakes



**Pupil Voice from Barn Owl
and Kestrel Classes –
March '22**

What makes you a good speller?

"Time to practice our spellings every Friday"
"Homework spellings on a Friday and they cover our spelling rules"
"Reading through work and checking if words look right"
"Speaking into the iPad"
"Word auto correct"
"Dictionaries"
"Time to look at our mistakes and correct them"

What helps you to spell?

"Monday video"
"Spellings on the wall"
"Teachers and adults in the classroom"

How do you know how well you're doing with your spellings?

"We get house points, terrific tickets and trophies"
"Teachers marking"

How often do you practise spelling?

"Twice a week at home"
"During golden time at school"
"On Lexia 3 or 4 times a week"

Impact

Through the teaching of Read Write Inc phonics and the follow-on spelling programme, our aim is for children to become accurate spellers by the end of Key Stage Two and to meet the assessment milestones along the way. Our children develop spelling skills as they move through the school. We intend that our children will be prepared academically and be able to access the next phase of their education confidently. Attainment in spelling is measured using the statutory assessments at the end of Key Stage One and Two; these results are measured against the spelling attainment of children nationally.

National Curriculum English programmes of study Year 1

| | <i>Read Write Inc. Phonics</i> | <i>Read Write Inc. Get Writing!</i> |
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| Writing – transcription | | |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week) | <p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <ul style="list-style-type: none"> * Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk * Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy * Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart as part of the reading activities for the storybooks, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’.</p> <p>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p> | <p>There are 9 Get Writing! activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing!</i></p> <ol style="list-style-type: none"> 1. Play ‘Fred Rhythms’ to learn to spell the words – encoding 2. Play ‘Fred Fingers’ to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding |
| | <i>Read Write Inc. Phonics</i> | <i>Read Write Inc. Get Writing!</i> |

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| Writing – transcription (continued) | | |
| Pupils should be taught to: <ul style="list-style-type: none"> name the letters of the alphabet in order | Pink/Orange Level. | Yellow level. |
| Pupils should be taught to: <ul style="list-style-type: none"> Add prefixes and suffixes | Children’s awareness of prefixes and suffixes is developed in the storybook activities for each book. | Children will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher. |
| Pupils should be taught to: <ul style="list-style-type: none"> apply simple spelling rules as outlined in English Appendix 1. | See Appendix 1: Spelling Year 1 below. | |
| | <i>Read Write Inc. Phonics</i> | <i>Read Write Inc. Get Writing!</i> |
| Writing – vocabulary, grammar and punctuation | | |
| Pupils should be taught to: <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by [...] Using a capital letter for names of people, places, days of the week, and the personal pronoun ‘I’. | ‘I’ taught as alternative to Set 2 as part of the storybook activities. Days of the week taught as part of weekly activities <i>Read Write Inc. Spelling</i> | Children are taught to use capital letters at the start of sentences, for names and for the word ‘I’. |

| National Curriculum English programmes of study Year 2 | <i>Read Write Inc. Spelling</i> |
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| Reading – word reading | |
| Pupils should be taught to: | |
| Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded. | Throughout Year 2 programme. |
| Read accurately by blending the sounds in words that contain the graphemes taught so far. | Throughout Year 2 programme. |
| Read accurately words of two or more syllables that contain the same graphemes as above. | Throughout Year 2 programme. |
| Read words containing common suffixes. | <i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15. |
| Read further common exception words. | <i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words. |
| Writing – transcription | |
| Pupils should be taught to: | |
| Spell by: | |
| <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. | Throughout programme. |
| <ul style="list-style-type: none"> Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. | Throughout programme. |
| <ul style="list-style-type: none"> Learning to spell common exception words. | Word banks online. <i>Jumping Red words</i> – every unit. |
| <ul style="list-style-type: none"> Learning to spell more words with contracted | <i>Practice Book 2A</i> Special focus 5: |

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| forms. | Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43). |
| <ul style="list-style-type: none"> Learning the possessive apostrophe (singular). | <i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43). |
| <ul style="list-style-type: none"> Distinguishing between homophones and near-homophones. | <i>Practice Book 2A</i> Special focus 2: Homophones (p.19). |
| Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly . | <i>Practice Book 2B</i> Unit 13: Adding the suffix –ment (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix –ness 1 (p.19) and adding the suffix –ness 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix –ful (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix –less (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix –ly (p.20). |
| Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> . | See <u>Appendix 1</u> grid below. |
| Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far. | Dictation activities in every unit, throughout the programme. |
| Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly . | <i>Practice Book 2B</i> Unit 13: Adding the suffix –ment (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix –ness 1 (p.19) and adding the suffix –ness 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix –ful (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix –less (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix –ly (p.20). |
| Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> . | See <u>Appendix 1</u> grid below. |
| Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far. | Dictation activities in every unit, throughout the programme. |

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| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. | Year 2A Unit 3 Adding the suffix –y (1) <i>(to words ending in a short vowel and a consonant).</i> Year 2A Unit 8 Adding the suffix –ing (1) <i>(to words ending in a short vowel and a consonant).</i> Year 2B Unit 4 Adding the suffixes –er or –est (3) <i>(doubling consonant, where the root word ends in short vowel plus consonant).</i> |
| The /ɔ:/ sound spelt a before l and ll. | Year 2A Unit 1 The or sound spelt a before l and ll . |
| The /ʌ/ sound spelt o. | Year 2A Special Focus 6 The u sound spelt o , and the or sound spelt ar after w . |
| The /i:/ sound spelt –ey. | Year 2B Unit 5 The ee sound spelt ey . |
| The /ɒ/ sound spelt a after w and qu. | Year 2A Unit 11 The o sound spelt a after w and qu . |
| The /ɜ:/ sound spelt or after w. | Year 2B Special Focus 5 The ir sound spelt or after w . |
| The /ɔ:/ sound spelt ar after w. | Year 2A Special Focus 6 The u sound spelt o , and the or sound spelt ar after w . |
| The /z/ sound spelt s. | Year 2B Special Focus 3 Words ending in –il and words where s makes the zh sound. |
| The suffixes –ment, –ness, –ful, –less and –ly. | Year 2A Unit 5, –ly Adding the suffix –ly <i>(to words to make adverbs).</i> Year 2B Unit 6, –ness (1) Adding the suffix –ness (1) <i>(adding to a root word with no change to the root word).</i> Year 2B Unit 7, –ness (2) Adding the suffix –ness (2) <i>(swapping y to i).</i> Year 2B Unit 11, –ful Adding the suffix –ful Year 2B Unit 12, –less Adding the suffix –less . Year 2B Unit 13, –ment Adding the suffix –ment . |
| Contractions. | Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 6 Contractions and apostrophes. |
| Possessive apostrophe (singular nouns). | Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 7 Possessive apostrophes. |
| Words ending in –tion. | Year 2B Unit 14 Words ending in –tion . |

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| Homophones and near-homophones. | Year 2A Special Focus 2 Homophones. Year 2A Special Focus 4 Homophones. Year 2B Special Focus 2 Homophones. |
| Common exception words. | Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> . |