



Collaton St. Mary C of E Primary School

Spelling Strategy



EYFS + Y1

Phonics:

Children have daily RWI phonics lessons where they practise phoneme-grapheme correspondence in reading and in spelling. Children build on their understanding of letters and sounds over the year in line with RWI expectations. Children are encouraged to use their understanding of phonics when spelling, using segmenting strategies for independent writing.

Spelling Rules:

Children in EYFS and Y1, following the ACE writing progression document based on the National Curriculum, receive Read Write Inc spelling sessions based on specific spelling rules. These are found on our writing progression plan for each year group.

Modelled Spelling:

Teachers model how to be selective spellers. They do this by thinking out loud about grapheme-phoneme correspondences and highlighting to children tricky parts of words. Teachers give tips and tricks to help children retain tricky word spellings. These strategies are used in both reading and writing sessions every day.

Assessment:

Children's spelling is assessed weekly, and for some children daily. Teachers monitor spellings in children's work and collect common mistakes for children to practise at home and in class. These spellings are adapted for our children who struggle with spelling as well as for children who find spelling easier. We complete precision sessions for children who need additional support.

Year 2 + 3

Phonics:

Children who require it, have daily RWI phonics lessons where they practise phoneme-grapheme correspondence in reading and in spelling. Children build on their understanding of letters and sounds over the year in line with RWI expectations. Children are encouraged to use their understanding of phonics when spelling, using segmenting strategies for independent writing.

Spelling Rules:

Children in Y2 and 3 are taught spelling rules, taken from the ACE writing progression document, based on the National Curriculum.

Modelled Spelling:

Teachers model how to be selective spellers. They do this by thinking out loud about grapheme-phoneme correspondences and highlighting to children tricky parts of words. Teachers give tips and tricks to help children retain tricky word spellings. These strategies are used in both reading and writing sessions every day.

Assessment:

Children will receive a spelling list of seven words which are tested weekly. Five of these are based on the taught rule and the other two from the statutory word list. Teachers monitor spellings in children's work and collect common mistakes for children to practise at home and in class. These spellings are adapted for

our children who struggle with spelling as well as for children who find spelling easier. We complete precision sessions for children who need additional support.

Year 4 - 6

Personal Spellings:

Every week, the children will have a personalised spelling list combining a mixture of either words from the statutory word list or from the taught spelling rule, and their own personal spellings. Personal spellings are words derived from their learning throughout the week. If any words are misspelt in the weekly test, these need to be recorded and picked up throughout the week by the adults in class to ensure that the correct spellings are embedded. Every week, children will receive a new set of spellings to learn at school and at home, using approaches such as look, cover, write and check. Less able and SEND children who still require phonics teaching, will attend daily lessons. Their spelling lists will be adapted to suit their ability.

Spelling rules:

From year 4, children are taught spellings every day for at least ten minutes per day, covering either the statutory word lists or one spelling rule per week. These rules are taken from the ACE writing progression document, based on the National Curriculum.

Modelled Spelling:

Teachers model how to be selective spellers. They do this by thinking out loud about grapheme-phoneme correspondences and highlighting to children tricky parts of words. Teachers give tips and tricks to help children retain tricky word spellings.

Assessment:

Children will receive a spelling list consisting of ten words, which they are tested on weekly. Through peer testing, they will be assessed on eight words following a set rule of from the statutory word lists plus two personal spellings. Some children complete daily assessments if precision teaching is appropriate. Teachers carry out half termly common exception word assessment and a GAPS assessment once a term. School staff also test children daily on their personal spellings, which require retesting. All children have access to the KS2 spelling lists grouped by area to support recall.

Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible -ough letter strings enough though/although thought through (currently taught in Years 5/6)	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe consider extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment
'n' spelt as 'kn'	Words from other countries bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	cross-curricular words earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular perhaps popular potatoes promise purpose quarter remember sentence special (-tial words) straight strange strength surprise woman/women
knowledge knowledgeable	Words from other countries bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	'or' sound spelt 'ough' caught naughty (regional pronunciation)	
-tion and -sion words mention occasion position possess(ion) question	't' sound spelt as 'u' busy/business adding prefixes (dis)appear (dis)believe (re)build (re)position	's' sound spelt as 'c' before 'e', 'f' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
'el', 'ey' and 'eigh' sounds eight/eighth reign weight height (exception)	unstressed vowels different favourite February interest library ordinary separate	'i' before 'e' except after 'c' when the sound is 'ee' achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	
adverbials therefore	double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose	-tion words competition explanation profession pronunciation	
-ous words famous various		-ough letter strings thorough	

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Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary develop embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain cemetery controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (exception to the pattern) Double consonants accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	disastrous marvellous mischievous Words originating from other countries conscience conscious desperate yacht Cross-curricular words forty temperature twelfth -le words available vehicle muscle
government	Unstressed consonants	Word families (this is revision from year 3/year 4)	'c' makes 's' sound before 'i', 'e' and 'y' cemetery convenience criticise excellence existence hindrance necessary prejudice sacrifice
Suffixes and prefixes according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)	'y' makes the 'i' as in 'bin' sound (this is revision from year 3/year 4)		
'i' before 'e' except after 'c' when the sound is 'ee' achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	-tion words competition explanation profession pronunciation	physical symbol system (this is revision from year 3/year 4)	

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