

**Mundella Primary School**

**Spelling**

**Intent**

At Mundella Primary School, we strive to support children in their development in spelling through the explicit teaching of spelling rules and patterns through a progressive scheme. Teachers demonstrate to pupils the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

**Implementation:**

At Mundella Primary School we develop children’s knowledge of spelling patterns and rules in the first instance with the structure and use of the The Little Wandle phonics scheme. This is then supported in year 1 and beyond through the use of the Twinkl Planit Spelling progression. Year 1 – Year 6 partake in a discrete whole class spelling session at the beginning of the week. Children are taught rules from English Appendix 1 of the National Curriculum. Every child is then given a set of spellings, taken from the statutory word lists for their relevant year group, to take home and practice.

During EYFS, children are taught spelling through the delivery of the Little Wandle Scheme. Simultaneously children are taught ‘Tricky Words’ (see Phonics Curriculum document for the outline of the tricky word progression) also matched to the Little Wandle phonics scheme. Children are taught to apply the daily taught graphemes into regular words. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children learn the phoneme linked to the grapheme, read words containing the phoneme and then practice writing words containing the grapheme. This method seeks to develop the reciprocity of reading and spelling to write.

**EYFS**

During terms 1 and 2 children are taught phase 2 phonemes which they are supported to develop into spelling. During terms 3 and 4, children are taught phase 3 phonemes which they then apply progressively into

* Short vowels CVCC, CCVC,
* Short vowels CCVCC, CCCVC, CCCVCC,
* Longer words compound words,
* Root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est,
* Long vowel sounds CVCC CCVC,
* Long vowel sounds CCVC CCCVC CCV CCVCC,
* Phase 4 words with –s /s/ at the end
* Phase 4 words with –s /z/ at the end
* Phase 4 words with –es /z/ at the end
* Longer words
* Root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/,
* Root words ending in: –er, –est longer words

**Year 1 PlanIt Spelling Objective Overview**

This overview shows the statutory requirements for Year 1 in **pink**. The black objectives either reinforce the rule or pattern being taught, revise spelling rules from previous year groups or practise the common exception words.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Term 1a** | The sounds /f/ and/s/, spelt ‘ff’ and ‘ss’ | The sounds /l/ and/k/, /z/ spelt ‘ll’, ‘zz’ and ‘ck’ | Adding the endings-ing, -ed and -er to verbs where no change is needed to the root word | The sound spelt n before g ‘ng’The /ŋ/ sound speltn before k ‘nk’ | The sound /ch/ spelt ‘ch’The sound /ch/ spelt ‘tch’ | The sound vThe /v/ sound at the end of words spelt with ‘ve’ | ReviewWeek |
| **Term 1b** | The digraphs ‘ai‘ and ‘oi’ are hardly ever used at the end of English words | The digraphs ‘ay’ and ‘oy’ are used for those sounds at the end of words and at the end of syllables | The sound /oa/ spelt with the vowel digraphs ‘oa’, ‘ow’, ‘oe’ (oa is very rare at the end of a word) | The sound /ee/ spelt ‘e’ and with the vowel digraph ‘ee’ |  The vowel digraph ‘ea’ | The vowel digraph ‘ie’ making the /igh/ and /ee/ sounds | Review Week |
| **Term 2a** | The trigraph ‘igh’ | The vowel digraph ‘ar’ | The vowel digraph ‘er’ (unstressed) ‘er’ (stressed) | The vowel digraph ‘ir’, ‘ur’ | Adding -er and -est to adjectives where no change is needed to the root word | Days of the week/Common exception words | Review Week |
| **Term 2b** | The sound /k/ spelt with ‘k’ not ‘c’, before e, i and y | The split vowel digraphs ‘a-e’ and ‘e-e’ |  The split vowel  digraph ‘a-e’ and ‘e-e’ | The /yoo/ and /oo/ sounds spelt with the split digraph ‘u-e’ | The vowel digraph ‘oo’ - very few words have oo at the end | The sounds /oo/ and /yoo/ spelt with ‘ue’ ‘ew’ | Review Week |
| **Term 3a** | The vowel digraphs ‘ow’ and ‘ou’ | Words ending with the sound /e/ spelt with ‘y’ | The vowel digraph ‘or’ and the vowel trigraph ‘ore’ | The vowel digraphs ‘aw’ and ‘au’ | The vowel trigraph ‘air’ and ‘are’ | The vowel trigraph ‘ear’ | Review Week |
| **Term 3b** | New consonant spelling ‘ph’ and ‘wh’ | Adding the prefix -un without any change to the spelling of the  root word | Adding s and es to words | Compound words | Read words with contractions (Word reading - English) | Common exception words | Review Week |

**Year 2 PlanIt Spelling Objective Overview**

This overview shows the statutory requirements for Year 2 in **pink**. The black objectives either reinforce the rule or pattern being taught, revise spelling rules from previous year groups or practise the common exception words.

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Term 1a** | The sound /n/ spelt ‘kn’ and (less often) ‘gn’ at the beginning  of words |  The sound /r/ spelt ‘wr’ at the beginning of words. | The sound /s/ spelt ‘c’ before e, i and y | The sound /j/ spelt with ‘-dge’ and ‘-ge’ at the end of words | The sound /j/ often spelt with ‘g’ before e, I and yThe sound /j/ always spelt with ‘j’ before a, o and u | Common exception words | Review Week |
| **Term 1b** | The sound /l/ spelt with ‘-le’ at the end of words | The sound /l/ spelt with ‘-el’ at the end of words | The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of words | The sound /igh/ spelt with ‘-y’ at the end of words | Adding -ies to nouns and verbs ending in -y | Common exception words | Review Week |
| **Term 2a** | Adding -ed, -er and -est to a word ending in -y with a consonant before it | Adding -ing to a word ending in -y with a consonant before it | Adding -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 after a single vowel | The sound /or/ spelt ‘a’ before l or ll | Common exception words | Review Week |
| **Term 2b** | The sound /u/ spelt with ‘o’ | The sound /ee/ spelt with ‘-ey’ | The /o/ sound spelt with ‘a’ after w and qu | The stressed /er/ spelt with ‘or’ after w and the sound /or/ spelt ‘ar’ after w | The sound /zh/ spelt ‘s’ | Common exception words | Review Week |
| **Term 3a** | The suffixes -ment,-ness and -ful | The suffixes -less and -ly | Words ending in -tion | Contractions | The possessive apostrophe | Common exception words | Review Week |
| **Term 3b** | Homophones and near homophones | Homophones and near homophones | Homophones and near homophonesConjunctions | Months of the year/time | Months of the year/time | Question words SPaG terms | Review Week |

**Year 3 PlanIt Spelling Objective Overview**

This overview shows the statutory requirements for Year 3/4 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Term 1a** | Words with the long /eɪ/ sound speltwith ‘ei’ | Words with the long / ei/ sound spelt with ‘ey’ | Words with the long /eɪ/ sound speltwith ‘ai’ | Words with /ur / sound spelt with ‘ear’ | Homophones and near homophones | Homophones and near homophones | Review Week |
| **Term 1b** | Creating adverbs using the suffix -ly (no change to root word) | Creating adverbs using the suffix -ly (root word ends in ‘-y’ with more thanone syllable) | Creating adverbs using the suffix -ly (root word endsin ‘-le’) | Creating adverbs using the suffix -ly (root word ends in ‘-ic’ or ‘-al’) | Creating adverbs  using the suffix -ly  (exceptions to  the rules) | Statutory spelling challenge words | Review Week |
| **Term 2a** | Words with short /i/ sound spelt with ‘y’ | Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) | Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final syllable consonant) | Creating negative meanings using prefix mis- | Creating negative meanings using prefix dis- | Words with a /k/ sound spelt with ‘ch’ | Review Week |
| **Term 2b** | Homophones and near homophones | Homophones and near homophones |  Adding the prefix  bi- (meaning ‘two’  or ‘twice’) and  Adding the prefix  re- (meaning  ‘again’ or ‘back’) | Words ending in the/g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ | Words with a /sh/ sound spelt with ‘ch’ | Statutory spellings challenge words | Review Week |
| **Term 3a** | Words ending in -ary | Words with a short/u/ sound spelt with ‘o’ | Words with a short/u/ sound spelt with ‘ou’ | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Review Week |
| **Term 3b** | Words ending in the suffix -al | Words ending with an/zhuh/ sound spelt with ‘sure’ | Words ending with a/chuh/ sound spelt with ‘ture’ | Words ending with a / chuh/ sound speltas ‘ture’ | Silent letters revision | Silent letters revision | Review Week |

**Year 4 PlanIt Spelling Objective Overview**

This overview shows the statutory requirements for Year 3/4 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Term 1a** | Words with /aw/ spelt with ‘augh’ and ‘au’ | Adding the prefix  in- (meaning ‘not’  or ‘into’) | Adding the prefix im- (before a root word starting with ‘m’ or ‘p’) | Adding the prefix il- (before a root word starting with ‘l’) and the prefix ir- (before a root word starting with ‘r’) | Homophones and near homophones | Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’) | Review Week |
| **Term 1b** | Words with a /shuhn/ sound, spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’) | Words with a /shuhn/ sound, spelt with ‘ssion’ (if root word ends in ‘ss’ or ‘mit’) | Words with a /shuhn/ sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t’ / or has no definite root) | Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’) | Words with ‘ough’ to make a long /o/,/oo/ or /or/ sound | Statutory spellings challenge words | Review Week |
| **Term 2a** | Homophones and near homophones | Homophones and near homophones | Nouns ending in the suffix -ation | Nouns ending in the suffix -ation | Adding the prefix sub- (meaning ‘under’) and adding the prefix super- (meaning ‘above’) | Plural possessive  apostrophes with  plural words | Review Week |
| **Term 2b** | Words with the /s/ sound spelt with ‘sc’ | Words with a ‘soft c’ spelt with ‘ce’ | Words with a ‘soft c’ spelt with ‘ci’ | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Statutory spellings challenge words | Review Week |
| **Term 3a** |  Adding the prefix  inter- (meaning  ‘between’ or ‘among’) | Adding the prefix anti- (meaning ‘against’) | Adding the prefix auto- (meaning ‘self’ or ‘own’) | Adding the prefix ex- (meaning ‘out’) | Adding the prefix non- (meaning ‘not’) | Words ending in-ar/-er | Review Week |
| **Term 3b** |  Adding the suffix -ous (No change to  root word) |  Adding the suffix -ous (No definitive  root word) | Adding the suffix-ous (Words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’) |  Adding the suffix -ous (Wording ending in ‘y’ become ‘I’ and words ending in ‘our’ become ‘or’) | Adverbials of frequency and possibility | Adverbials of manner | Review Week |

**Year 5 PlanIt Spelling Objective Overview**

This overview shows the statutory requirements for Year 5/6 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Term 1a** | Words with endings that sound like /shuhs/ spelt with ‘-cious’ | Words with endings that sound like /shuhs/ spelt with ‘-tious’ or ‘-ious’ | Words with the short vowel sound/i/ spelt with ‘y’ | Words with the long vowel sound/i/ spelt with ‘y’ | Homophones and near homophones | Homophones and near homophones | Review Week |
| **Term 1b** |  Words with  ‘silent’ letters |  Words with  ‘silent’ letters | Modal verbs | Words ending in ‘ment’ | Adverbs of possibility and frequency | Statutory spelling challenge words | Review Week |
| **Term 2a** | Creating nouns using -ity suffix |  Creating nouns  using -ness suffix |  Creating nouns  using -ship suffix | Homophones and near homophones | Homophones and near homophones | Homophones and near homophones | Review Week |
| **Term 2b** | Words with an /or/ sound spelt ‘or’ | Words with /or/ sound spelt ‘au’ | Convert nouns or adjectives into verbs using the suffix -ate | Convert nouns or adjectives into verbs using the suffix -ise | Convert nouns or adjectives into verbs using the suffix -ify | Convert nouns or adjectives into verbs using the suffix -en | Review Week |
| **Term 3a** | Words containing the letter string ‘ough’ | Words containing the letter string ‘ough’ | Adverbials of time | Adverbials of place | Words with an/ear/ sound spelt ‘ere’ | Statutory spelling challenge words | Review Week |
| **Term 3b** | Unstressed vowels in polysyllabic words | Adding verb prefixes de  and re- | Adding verb prefix over- | Convert nouns or verbs into adjectives using the suffix -ful | Convert nouns or verbs into adjectives using the suffix -ive | Convert nouns or verbs into adjectives using the suffix -al | Review Week |

**Year 6 PlanIt Spelling Objective Overview**

This overview shows the statutory requirements for Year 5/6 in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Term 1a** |  Ambitious  Synonyms: Adjectives | Homophones and near homophones: Nouns that end in-ce/-cy and verbs that end in -se/-sy |  Adjectives ending  in -ant into nouns  ending in -ance/ -ancy |  Adjectives ending  in -ent into nouns  ending in -ence/ -ency | Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel | Hyphens: To join compound adjectives to avoid ambiguity | Review Week |
| **Term 1b** | Words ending in -able | Words ending in -able | Words ending in -ably | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Creating diminutives using prefixes micro- or mini- | Review Week |
| **Term 2a** | Adding suffixes beginning with vowel letters to words ending in -fer | Words with a long/e/ sound spelt ‘ie’ or ‘ei’ after c(and exceptions) | Words with the long/e/ sound spelt ‘ie’ or ‘ei’ after c(and exceptions) | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Statutory spelling  challenge words | Review Week |
| **Term 2b** | Words with endings which sound like /shuhl/ after a vowel letter, commonly spelt ‘-cial’ |  Words with endings  which sound like  /shuhl/ after a  consonant letter,  commonly spelt  ‘-tial’ | Words with a ‘soft c’ spelt /ce/ | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning |  Statutory spelling  challenge words | Review Week |
| **Term 3a** | Word families based on common words, showing how words are related in form and meaning | Words that can be nouns and verbs | Words that can be nouns and verbs | Words with a long/o/ sound spelt ‘ou’ or ‘ow’ | Words ending in -ible | Words ending in -ibly | Review Week |
| **Term 3b** | Synonyms and antonyms | Synonyms and antonyms | Synonyms and antonyms | Synonyms and antonyms | Synonyms and antonyms | Synonyms and antonyms | Review Week |

**Equal Opportunities**

The school is committed to ensuring the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

**Inclusion**

Differentiation occurs through the support and intervention provided for different children. There is little differentiation in the content taught however the activities provided contain additional scaffolding for children who need it. Children’s difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support in Guided Learning sessions or within the lesson.

A range of inclusion strategies, disseminated by the SENDCO, are embedded in practice and teachers are aware of the special educational needs of the children in their class, as well as those who have English as an additional language.

**Impact**

As the implementation of spelling across all key stages is becoming firmly embedded our children are becoming more confident in their own abilities and are striving to become accomplished writers. Children are developing their application of spelling rules more consistently and this is reflected through monitoring of spelling within topic books and creative pieces of writing. Children are building on their understanding of spelling patterns of regularly spelt words and developing a knowledge of the spelling of common exception words. Overall outcomes are reflected by Statutory National Assessment Tasks at the end of KS2.