



Spelling at Ernesford Grange Primary School

	Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6	
Spelling	<ul style="list-style-type: none"> • all letters of the alphabet and the sounds which they most commonly represent • consonant digraphs which have been taught and the sounds which they represent • vowel digraphs which have been taught and the sounds which they represent • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • words with adjacent consonants • guidance and rules which have been taught 	<p>Revision of objectives taught in previous academic year.</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • add the prefix un- without any changes to the root word • learning to recognise and spell compound words • recognise common exception words 	<ul style="list-style-type: none"> • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • spell words ending in -tion • distinguishing between homophones and near-homophones • recognise common exception words 	<p>Revision of work taught in Year 1 and 2 with a special focus on the rules for adding suffixes.</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them. • spell further homophones • spell words that are often misspelt. • place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Revise work done in previous years.</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.
See Appendix 1 for a full list.						

Reception and Year 1

Spelling is taught through the 'apply' section of the Little Wandle scheme. Children have daily phonics lessons. Children in year 1 also have exposure to tricky words.

Year 2

Daily spelling lessons are taught in year 2. Bridge to spelling, which is part of the Little Wandle scheme, is used in the Autumn term and then children move on to spelling lessons using the Little Wandle spelling section.

All children take part in spelling lessons. SEND children also have the 'keep up and catch up' sessions as an intervention as well as teachers adapting their teaching appropriately.

Key Stage 2

Children in Key Stage 2 have weekly spelling lessons where they are exposed to new spelling patterns and rules. Short spelling activities are completed throughout the week where children apply the rules taught. The Spelling Shed scheme structure is followed and supplemented with other resources as the teacher sees appropriate.

Children who require extra provision and support, receive intervention. This is child specific and is monitored by teachers using a variety of assessment tools: applying spellings within writing lessons, summative assessments, small group work, 1:1 work and using children's individual education plans where appropriate.