

Our Approach to Spelling at Torre C of E Academy 2023/2024



KS1 Spelling

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 Year 2, following the ACE writing progression document based on the National Curriculum, receive Oxford Owl spelling sessions based on specific spelling rules. These are found on long term plan for each year group.

E.g.

Oxford Owl Spelling:
or sound spelt **a** before **l** and **ll**
Soft **c**
Red Words
Adding the suffix **y**
Homophones

Oxford Owl Spelling:
Suffix **ly**
n sound spelt **kn gn**
Red Words
igh spelt **y**
Suffix **ing**
Homophones

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 during learning experiences. Teachers give tips to help children retain tricky word spellings. These strategies are used in both reading and writing sessions daily. Children often revisit their spelling in early morning tasks or at the beginning of an enquiry lesson. If a spelling is corrected in **pink** by an adult, children revisit this word **three times** in **purple** underneath and transfer this spelling to their personal spelling list. Their personal spelling list is stuck on the front cover of their learning journal.

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.

KS2 Spelling

Personal Spellings:

In KS2, children are assigned personal spelling lists which are stuck at the front of their learning journals. These are words that the children have misspelt previously – either in their writing or from half termly common exception word assessments. Children record these words in their reading records and take them home to practise. Children have the opportunity to practise their spellings at school and are encouraged to identify the tricky part of these words in order to aid memory. All children are given a weekly list of **10 spellings** linked to current enquires or the current gateway which they are expected to learn at home and they are tested on weekly.

E.g.

Words I need to learn how to spell...

Citizen	Forces	Great
Citizenship	Friction	Grate
Compassion	Surfaces	There
Compassionate	Magnet	Their
Drive	Magnetic	They're
Driven	Poles	Here
Empathy	Repel	Hear
Good	Attract	Piece
Samaritan	Predict	Peace
Thoughts	Experiment	Homophones

Spelling Rules:

Using the ACE writing progression document based on the National Curriculum, children are taught new spelling rules as they progress through KS2. When to teach a new spelling rule is identified on each year group's long term plan. A range of resources are used including the Oxford Owl RWI approach to the teaching of spelling. Children often revisit their spellings in early morning tasks or at the beginning of an enquiry lesson. If a spelling is corrected in **pink** by an adult, children revisit this word **three times** in **purple** underneath and transfer this spelling to their personal spelling list. Dedicated curriculum time is also allocated to the teaching and practise of the YR3/4 statutory word list and the YR5/6 statutory word list.

E.g.

Suffixes ly and ally Accidentally Actually Occasionally Probably	'tion' and 'sion' Mention Occasion Position Possession Question	'ough' letter strings Enough Though Although Thought Through	Cross curricular words Earth Eight Fruit History Increase Minute Natural Material Equipment Length Quarter Regular	Unstressed vowels Different Favourite February Interest Library Ordinary Separate	Split digraphs Arrive Decide Describe Extreme Guide Surprise	Prior learning: Spelling: Suffix ful Suffix less Suffix ment Suffix tion Suffix es Words ending in il s makes the <i>zh</i> sound <i>ir</i> sound spelt or after w YR3/4 Statutory spelling list input	Dictionary work Use the first two or three letters of a word to check its spelling in a dictionary Use dictionaries to check the meaning of words that they have read	YR3/4 Statutory spelling list input
---	---	--	---	---	---	---	--	-------------------------------------

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. Teachers include common mistakes on working walls to support retention and recall.

Assessment:

Children's spelling is assessed weekly, with some children completing daily assessments. Some children have differentiated weekly assessments. Teachers carry out half termly common exception word assessment and a GAPS assessment once a term. Children also test each other on a weekly basis on their personal spellings. 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	Two letters make one sound that are split (e.g. guide - 'i-e')	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural opposite position quarter regular weight material experiment length
'n' spelt as 'kn'	-ough letter strings enough though/although thought through (currently taught in Years 5/6)	arrive decide describe extreme guide surprise (review work from Year 1)	
knowledge knowledgeable	Words from other countries bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	cross-curricular words earth eight/eighth fruit heart history increase island learn length material minute natural opposite position quarter regular weight material experiment length	
-tion and -sion words mention occasion position possess(ion) question	'i' sound spelt as 'u' busy/business	's' sound spelt as 'c' before 't' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	special (-tial words) straight strange strength surprise woman/women
'or' sound spelt 'ough' caught naughty (regional pronunciation)	adding prefixes (dis)appear (dis)believe (re)build (re)position		
'e', 'ey' and 'eigh' sounds eight/eighth reign weight height (exception)	unstressed vowels different favourite February interest library ordinary separate		
adverbials therefore	double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose		
-ous words famous various			

Created by Shareen Mayers

RISING STARS

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 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 aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest Word families familiar identity signature symbol (this is revision from year 3/year 4) 'y' makes the 'i' as in 'bin' sound physical symbol system (this is revision from year 3/year 4)	disastrous marvellous mischievous Words originating from other countries conscience conscious desperate yacht Cross-curricular words forty temperature twelfth -le words available vegetable vehicle muscle 'c' makes 's' sound before 't', 'e' and 'y' cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
Unstressed consonants government	Suffixes and prefixes according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)		
	'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	
	-ough letter strings thorough		

Created by Shareen Mayers

RISING STARS