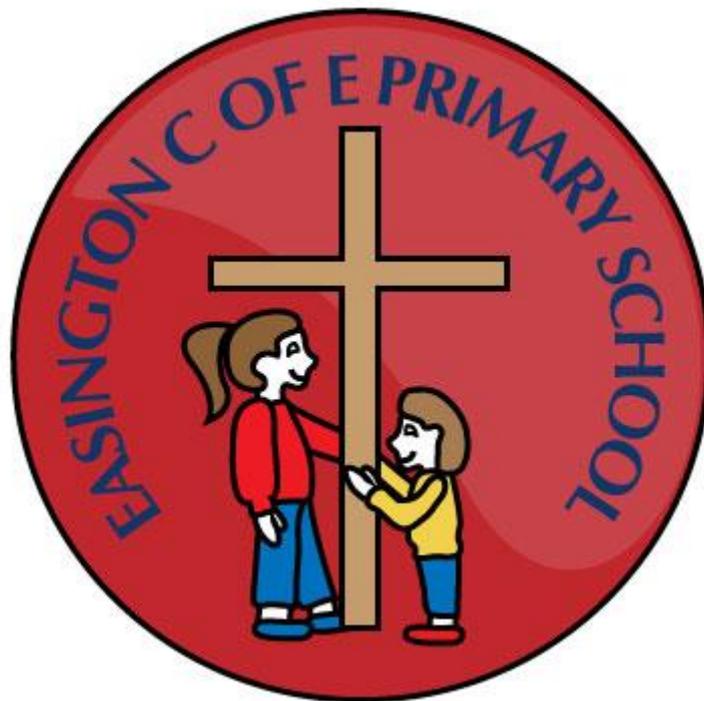


Happy, Healthy and Fulfilled

Easington C of E Primary School

Spelling Rationale

2019-2020



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Statement of intent

Easington C of E Primary School believes that all pupils should be given the opportunity to progress and develop to their full potential.

The school understands that being able to spell age and ability-appropriate words correctly plays an essential part in meeting this goal. Spelling enables pupils to express themselves clearly, accurately and effectively, whether at home, school, or in the workplace.

Whilst there is a range of different ways that spelling is learned and acquired, any approach to the teaching and learning of spelling has to have a high degree of personalisation.

The teaching of spelling at Easington C of E Primary School is therefore both a progressive learning programme and a response to individual needs. This takes the form of a bespoke spelling curriculum for each cohort in school.

1. Legal framework

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1.1. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2014) 'Statutory framework for the early years foundation stage'

1.2. This policy will be implemented in conjunction with the following school policies:

- **Easington C of E Marking and Feedback Policy**
- **Easington C of E Assessment Policy**
- **Easington C of E English Policy**

2. Early years foundation stage

2.1. Pupils will be expected to meet the early learning goals for writing outlined in the 'Statutory framework for the early years foundation stage' (EYFS), namely that they are able to:

- Use their phonics knowledge to write simple, regular words.
- Make phonetically plausible attempts at more complex words.

2.2. By the end of the EYFS, pupils will be expected to spell the following words correctly:

A	An	As	At	If	In	Is	Of	Off
On	Can	Dad	Had	Back	And	Get	Big	Him
His	Not	Got	Up	Mum	But	Put	Will	That
This	Then	Them	With	See	For	Now	Down	Look
Too	The	To	I	No	Go	Into	He	She
We	Me	Be	Was	You	They	All	Are	My

3. Year 1

3.1. Pupils will be expected to meet the Year 1 spelling requirements outlined in the KS1 English national curriculum, namely that they are able to:

- Spell new words using phonics.
- Understand how words are divided into syllables.
- Segment sounds into their individual letters in order to spell them correctly.
- Spell longer words that include two letter sounds with consonants, as well as compound words.
- Use more advanced vowel digraphs and some compound digraphs, including ph-, wh- and -tch.
- Recognise and use alternative ways of spelling the sounds already taught, for example, that the /ae/ sound can be spelt with 'ai', 'ay' or 'ae'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives.
- Use the prefix un-.
- Use their knowledge of common word endings in spellings, such as plurals, and the suffixes -er, -est, -ing, -ed, -y.

- Read and spell two-syllable and three syllable words.
- Understand some basic common exception words.

4. Year 2

4.1. Pupils will be expected to meet the Year 2 spelling requirements outlined in the KS2 English national curriculum, namely that they are able to:

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns, including common word endings (e.g. –er, -est, -ing, -ed, -er, -y) and the use of double letters.
- Use the suffixes –ment, -ness, -ful, -less and –ly.
- Use possessive apostrophes (singular nouns) and contractions.
- Understand homophones and near homophones.
- Use more advanced common exception words.

4.2. By the end of KS1, pupils will be expected to spell the following words correctly:

Don't	Old	I'm	By	Time	House	About
Your	Day	Made	Came	Make	Here	Saw
Very	Put	Oh	Their	People	Mr	Mrs
Looked	Called	Asked	Could	Water	Away	Good
Want	Over	How	Did	Man	Going	Where
Would	Or	Took	School	Think	Home	Who
Didn't	Ran	Know	Bear	Can't	Again	Cat
Long	Things	New	After	Wanted	Eat	Everyone
Our	Two	Has	Yes	Take	Thought	Dog
Well	Find	More	I'll	Round	Tree	Magic
Shouted	Us	Other	Food	Fox	Through	Way
Been	Stop	Must	Red	Door	Right	Sea
These	Began	Boy	Animals	Never	Next	First
Work	Lots	Need	That's	Baby	Fish	Gave
Mouse	Something	Bed	May	Still	Found	Live
Say	Soon	Night	Narrator	Small	Car	Couldn't
Three	Head	King	Town	I've	Around	Every
Garden	Fast	Only	Many	Laughed	Let's	Much
Suddenly	Told	Another	Great	Why	Cried	Keep
Room	Last	Jumped	Because	Even	Am	Before
Gran	Clothes	Tell	Fun	Window	Sleep	Feet
Morning	Queen	Each	Book	It's	Green	Different
Let	Girl	Which	Inside	Run	Any	Under
Hat	Snow	Air	Trees	Had	Tea	Top
Eyes	Fell	Friends	Box	Dark	Grandad	There's
Looking	End	Than	Best	Better	Hot	Sun
Across	Gone	Hard	Floppy	Really	Wind	Wish
Eggs	Once	Please	Thing	Stopped	Ever	Miss
Most	Cold	Park	Lived	Birds	Duck	Horse

5. Years 3 and 4

5.1. Pupils will be expected to meet the Years 3 and 4 spelling requirements outlined in the KS2 English national curriculum, namely that they are able to:

- Understand how to use and apply additional prefixes such as un-, dis-, mis-, sub-, inter- and super-.
- Understand how to use and apply additional suffixes such as –ation, -ly, -ous.
- Use additional homophones and near-homophones such as accept/except, affect/effect and brake/break.
- Spell words that are often misspelt and understand how to apply them.
- Place the possessive apostrophe accurately in words with regular plurals such as girls' and boys'.
- Place the possessive apostrophe accurately in words with irregular plurals such as children's.
- Use the first two or three letters of a word to check its correct spelling in a dictionary.
- Write simple sentences from memory, as dictated by the teacher, which include words and punctuation taught so far.

5.2. By the end of lower KS2, pupils will be expected to spell the following words correctly:

Regular	Accidentally	Reign	Occasion	Circle	Potatoes
Forward	Early	Believe	Strange	Heard	Different
Notice	Knowledge	Experiment	Calendar	Perhaps	Important
Ordinary	Purpose	Mention	Fruit	Thought	Pressure
Although	Actual(ly)	Remember	Often	Complete	Difficult
Medicine	Earth	Bicycle	Strength	Popular	Interest
Business	Learn	Extreme	Caught	Heart	Probably
Busy	Quarter	Minute	Grammar	Through	Disappear
Arrive	Address	Sentence	Opposite	Consider	Island
Experience	Eight	Breath	Suppose	Height	Promise
Exercise	Length	Natural	Centre	Position	Eighth
Material	Question	Famous	Group	Various	Continue
Build	Answer	Separate	Forwards	Imagine	History
February	Enough	Breathe	Surprise	Possible	Possess(ion)
Therefore	Library	Favourite	Century	Woman	Weight
Though	Recent	Naughty	Guard	Women	Decide
Increase	Appear	Special	Particular	Describe	Certain
Giraffe	Energy	Occasionally	Peculiar	Straight	Guide

6. Years 5 and 6

6.1. Pupils will be expected to meet the Years 5 and 6 spelling requirements outlined in the KS2 English national curriculum, namely that they are able to:

- Use a number of additional prefixes and understand the guidance for adding them.
- Use a number of additional suffixes, such as –cial, -ance, -ent, and -able, and understand the guidance for adding them.
- Spell common words with ‘silent’ letters such as knight, psalm and solemn.
- Continue to distinguish between homophones and other words which are commonly confused such as advice, advise, license and licence.
- Use knowledge of morphology and etymology in spelling, and understand that the spelling of some words needs to be learnt specifically.
- Use the hyphen to join a prefix to a root word such as co-ordinate and co-operate.
- Use the first three or four letters of a word to check spelling, meaning, or both, in a dictionary.
- Use a thesaurus to discover other words with similar meanings.

6.2. By the end of upper KS2, pupils will be expected to spell the following words correctly:

Accommodate	Develop	Equip	Explanation	Profession
Criticise	Lightning	Equipment	Parliament	Vehicle
Individual	Secretary	Neighbour	Temperature	Conscience
Relevant	Ancient	Stomach	Cemetery	Guarantee
Accompany	Dictionary	Average	Familiar	Programme
Curiosity	Marvellous	Especially	Persuade	Yacht
Interfere	Shoulder	Nuisance	Thorough	Conscious
Restaurant	Apparent	Sufficient	Committee	Harass
According	Disastrous	Awkward	Foreign	Pronunciation
Definite	Mischievous	Exaggerate	Physical	Controversy
Interrupt	Signature	Occupy	Twelfth	Hindrance
Rhyme	Appreciate	Suggest	Communicate	Queue
Achieve	Embarrass	Bargain	Forty	Convenience
Desperate	Muscle	Excellent	Prejudice	Identity
Language	Sincere	Occur	Variety	Recognise
Rhythm	Attached	Symbol	Community	Correspond
Aggressive	Environment	Bruise	Frequently	Immediate
Determined	Necessary	Existence	Privilege	Immediately
Leisure	Soldier	Opportunity	Vegetable	Recommend
Sacrifice	Available	System	Competition	Sincerely
Amateur	Equipped	Category	Government	Referred

7. Teaching spelling

- 7.1. Teaching spelling in EYFS and Year 1 is based on the delivery of phonics lessons. In EYFS and Year 1, children will participate in daily phonics lessons. (see sections 8 and 9 of this policy)
- 7.2. Pupils in the EYFS will not be given weekly spelling lists; however, they will be given lists of words that they are expected to know how to read, which they will receive on a weekly basis – check with Max.
- 7.3. Pupils in Year 1 will be given weekly spelling lists of between four and eight words, which they will be expected to practise for a spelling test the following week. The spelling lists will be related to words that the pupils have been studying during that school week.
- 7.4. In Years 2 to 6, **four 15/20-minute spelling sessions will be taught each week** following the **TARGET, TRAIN, TEACH APPROACH – SEE BELOW**. This will be followed by a spelling assessment (usually in the form of a dictation passage) every Friday.

Target	Train	Teach												
Use analysis tools to screen pupils' writing and identify key spelling rules that pupils struggle with.	<p>Train pupils using mnemonics/ play-on-words</p> <p>(e.g.</p> <table style="margin-left: 40px;"> <tr> <td>P</td> <td>E</td> <td>O</td> <td>P</td> <td>L</td> <td>E</td> </tr> <tr> <td>people</td> <td>eat</td> <td>other</td> <td>people'</td> <td>lovely</td> <td>eggs</td> </tr> </table> <p>Or, i before e except after c).</p> <p>Train pupils about spelling rules, such as doubling the consonant, and when these rules apply and when they do not.</p>	P	E	O	P	L	E	people	eat	other	people'	lovely	eggs	<p>Teach pupils to spell these words correctly in their written work.</p> <p>Teach pupils to skim and scan, edit their work and proof read.</p> <p>Teach pupils to use a dictionary, to ask a friend or write the word down several times to check.</p> <p>Teach pupils to have a high expectation of their own work, and strive to ensure the words that they know, are spelled correctly in their work.</p>
P	E	O	P	L	E									
people	eat	other	people'	lovely	eggs									

- 7.5. Pupils in Years 2 to 6 may receive homework in relation to these spelling sessions, as outlined in Easington C of E Homework policy.
- 7.6. Spelling walls will be used throughout school to support pupils; this could involve selecting words that they spell incorrectly and displaying them on the wall. The teacher will use this as a method for pupils to practise incorrectly spelled words.

- 7.7. Pupils in Key Stage 2 will record any words that they find difficult spelling in their journal through accessing a dictionary, and will be expected to practise these until they are able to spell them correctly.
- 7.8. Teachers will employ the following methods to ensure that pupils are taught the correct spelling rule and are confident applying these rules into all aspects of their writing and know how to check and correct their work:
- **Look, say, cover, write, check** - pupils are encouraged to undertake independent revision of spellings by checking and correcting themselves.
 - **Word Study activity (KS2)** – pupils investigate a specific root word and what happens to the word when suffixes and prefixes are added
 - **Spelling Challenges** – Rainbow Word/Art Attack/Pyramid Words/Silly Sentences
 - **Clear the Board** – Pupils compete against each other to spell words specific to their needs correctly.
 - **Fast Write** – Children write words they have misspelt in their writing as many times as possible within a time limit.
 - **Shared writing** - teachers demonstrate how to apply spelling strategies by modelling their writing for pupils, and teaching how to apply proofreading skills.
 - **Guided and independent writing** - pupils apply the spelling rules they have been taught to their own work and practise strategies independently.
 - **Marking** - teachers assess individual pupils' progress, providing clear feedback and targets for improvement.
 - **Handwriting practice** - teachers deliver handwriting techniques (X2 per week) for pupils to practise their handwriting styles and understand how to correctly form letters. (Handwriting could focus on words children are finding challenging to spell).
 - **Dictionaries and thesauruses** - pupils will be provided with dictionaries and thesauruses to check their spellings and find alternative synonyms.

8. Phonics curriculum

- 8.1. **In EYFS Reading Books are aligned to children's phonic knowledge and stage of development.** Pupils in the EYFS will be taught to:
- Develop their speaking and listening skills.
 - Develop their language and vocabulary.
 - Explore environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.
 - Sing phonics songs with related actions. .
 - Develop curiosity about letters and sounds.

The table below demonstrates the skills pupils will be taught:

Area	Skills acquired
Environmental sounds	<ul style="list-style-type: none"> • Listens to and identifies outdoor sounds • Listens to and identifies indoor sounds • Uses drumsticks to make different sounds • Creates the correct animal sounds using clues • Makes an informed guess of what is inside a box judging by the sound it makes • Uses their voice to sing at different volumes • Identifies the sounds on a sound bingo game • Identifies sounds made away from view, e.g. behind a screen • Provides others with sets of clues to guess an animal
Instrumental sounds	<ul style="list-style-type: none"> • Identifies and names specific instruments when asked, judging by the sound it makes • Starts and stops playing an instrument at the sound of a signal • Plays an instrument to describe an action • Remembers and is able to repeat a rhythm • Distinguishes between and copies loud and quiet sounds • Performs short instrumental pieces for others
Body percussion	<ul style="list-style-type: none"> • Copies body sounds • Performs songs with actions • Performs actions increasing and decreasing their speed as necessary • Moves their body in response to an instrumental sound • Copies sequences of body sounds • Identifies body sounds • Provides examples of when it is appropriate to be loud or quiet • Uses their voice to make slow, fast, quiet, loud, long, and short sounds
Rhythm and rhyme	<ul style="list-style-type: none"> • Joins in with repetitive story phrases • Moves their body in response to an instrument sound • Performs actions to nursery rhymes • Remembers and repeats rhythms • Correctly continues a rhyming sequence • Identifies rhymes playing a rhyme bingo game
Alliteration	<ul style="list-style-type: none"> • Correctly provides the names of individuals who have a name beginning with a specific letter • Selects a set of words for alliteration, e.g. silly soup • Correctly provides the names of objects that begin with the same sound as a specific grapheme • Correctly provides the names of animals that begin with the same sound as a specific grapheme • Sorts objects into groups that begin with the same sound • Participates in alliteration stories and makes suggestions • Observes specific objects and recognises the initial sound • Provides alliterative sentences for the names of other pupils in their class • Makes the correct movements with their mouths to say some sounds

	<ul style="list-style-type: none"> • Suggests non-words that begin with the same sound as a specific grapheme
Voice sounds	<ul style="list-style-type: none"> • Is able to sound words out using the correct phonemes and graphemes, e.g. 'c-a-t' • Continues sound patterns with their voice and varies the pitch • Adds the correct sounds to a story upon hearing a specific buzz word or character name • Listens to a recorded voice and identifies the speaker • Describes voice sounds using adjectives such as long, short, loud, high and low • Uses their voice to add sounds to a story as well as vary their pitch and tone, e.g. by shouting • Uses a megaphone to make sounds with their voice • Listens to and sings a variety of songs • Shares their favourite sounds with their peers • Records sounds for a voice bingo game and matches the sounds to the pictures • Makes sounds with their voice, e.g. roaring
Oral blending and segmenting	<ul style="list-style-type: none"> • Sounds out and claps consonant, vowel, consonant (CVC) words from a set of letters • Understands words that are segmented, e.g. 'c-a-t', when using 'sound talk' • Identifies objects with three phonemes, e.g. 'f-i-sh', when using sound talk • Blends two or three phonemes to make a word when using sound talk • Copies and speaks aloud in sound talk • Plays eye-spy by blending sounds • Indicates how many phonemes they can hear

8.2. Phonics delivered during the **EYFS is in line with reading books and is** the beginning of phoneme and grapheme correspondence, and understanding how whole words can be segmented.

Pupils will be taught:

- 19 graphemes, including their sounds and names
- How to segment and blend letters, including CVC and vowel, consonant (VC) words.
- To read more complex words, e.g. those which are not phonetically decodable.
- To read two-syllable words and simple phrases.

Pupils will be taught:

- 25 graphemes, including their sounds and names.
- How to apply their knowledge of blending and segmenting to reading and spelling.
- To read more complex words and begin to spell them.

8.3. The table below demonstrates the phonemes and graphemes that pupils will be taught during **phase two** and **three**:

Phase	Skills acquired
Phonemes and graphemes	
Phase two (EYFS)	<ul style="list-style-type: none"> s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, ck, ff, ll, ss
Phase three (EYFS)	<ul style="list-style-type: none"> j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oi, oo (long and short), ow, ar, air, ear, er, ur, or, ure
Blending, segmenting, reading and spelling	
Phase two (EYFS)	<ul style="list-style-type: none"> Blends and reads VC words, e.g. if, am, on Orally blends and segments CVC words Reads more complex words, e.g. the, to, no, go, l, into Writes each phoneme and grapheme correctly
Phase three (EYFS revised in Year 1)	<ul style="list-style-type: none"> Blends and reads CVC words Segments and makes a phonetically plausible attempt at spelling CVC words Reads more complex words, e.g. he, she, we, be, was, you, they, all, are, my, her Correctly spells more complex words, e.g. the, to l, no, go

8.4. **Phase 4 and 5**, delivered **during Year 1**, focusses on providing pupils with the opportunity to consolidate their knowledge of graphemes. Children may **also revisit Phase 3 sounds** if deemed necessary. Pupils will be taught:

Phase four

- To practise their understanding of graphemes, phonemes, segmenting and blending.
- To read and spell words with adjacent consonants.

Phase five

- New graphemes and alternative pronunciations for the graphemes they already know.
- How to select the correct grapheme to represent phonemes when spelling.

8.5. The table below demonstrates the phonemes, graphemes and skills that pupils will be taught during **phase four** and **five**:

Phase	Skills acquired
Phonemes and graphemes	
Phase five (Year 1 revised Year 2)	<ul style="list-style-type: none"> Writes the common graphemes for any given phoneme ay, ea, ie, oe, ew, ue, au, aw, ou, oy, ir, ey, a-e, e-e, i-e, o-e, u-e
Blending, segmenting, reading and spelling	

<p>Phase four (Year 1 revised Year 2)</p>	<ul style="list-style-type: none"> • Blends and reads words containing adjacent consonants, e.g. bl • Segments and spells words containing adjacent consonants • Reads more complex words, e.g. some, one, said, come, do, so, were, when, have, there, out, like, little, what • Spells more complex words, e.g. he, she, we, me, be, was, my, you, her, they, all, are
<p>Phase five (Year 1 revised Year 2)</p>	<ul style="list-style-type: none"> • Reads and spells phonetically decodable two and three-syllable words • Read all, and accurately spell the majority, of the first 100 high-frequency words (HFWs) • Use gained knowledge to accurately read and spell unfamiliar words that aren't phonetically decodable

8.6. At the beginning of Year 2 (first half of the Autumn Term) children are re-assessed in Phases 4 and 5. This serves to identify gaps in learning to be addressed as a matter of urgency through targeted intervention.

8.7. **In Year 2 children will revise Phase 5 sounds** before progressing onto Phase 6 – see below.

8.8. **Phase six, delivered during Year 2**, focusses on consolidating pupils' knowledge and understanding how to read and spell more complex words. Pupils will be taught:

- How to spell words with prefixes and suffixes.
- How to remove and add letters where necessary.
- To accurately use word-specific spelling, e.g. see/sea
- How to spell words containing unusual graphemes, e.g. laugh

The table below demonstrates the phonemes, graphemes and skills that pupils will be taught during **phase six**:

Phase	Skills acquired
<p>Phase six (Year 2)</p>	<ul style="list-style-type: none"> • Understands and uses past tense, including irregular past tense, e.g. say/said, come/came, go/went • Correctly adds the following suffixes to words: -ed, -ing, -er, -est, -ful, -ly, -ment, -ness, -y • Correctly adds the suffixes -s and -es to nouns and verbs • Correctly adds prefixes, such as un- and dis-, to words • Uses their knowledge of phonics to spell polysyllabic words • Recognises and begins to understand the difficult spelling of some words, e.g. the double 't' in 'getting', the unusual spelling of /oo/ • Reads the first 300 common HFWs

9. Assessment

- 9.1. Pupils in the EYFS will be assessed using the assessment and reporting arrangements outlined in the EYFS profile.
- 9.2. Pupils in key stage 1 and key stage 2 will be assessed using the key stage 1 and key stage 2 English national curriculums.
- 9.3. Pupils' phonics ability will also be monitored on a termly basis using formative feedback from assessments.
- 9.4. At the end of Year 1, all pupils will take part in the national phonics screening test.
- 9.5. The learning of key words is monitored for pupils with special educational needs and disabilities (SEND) and pupils in phonics groups.
- 9.6. Pupils will be expected to self-assess their work as a method of independent learning, in order to identify any errors and make corrections to their spelling, referring to their spelling journal, the spelling walls and dictionaries.
- 9.7. Teachers will use their knowledge when marking pupils' work to identify whether pupils are having difficulty with phonetics or are confusing common spelling rules.
- 9.8. Teachers will use their judgement from marking pupils' work to organise subsequent phonics and spelling sessions.
- 9.9. Teachers will:
 - Outline clear expectations for pupils when they begin to write, helping them to understand the strategies, rules and conventions of writing and spelling.
 - Analyse pupils' errors and recognise where they have made viable attempts to spell words.
 - Provide clear feedback on pupils' work with specific targets to work towards and allow pupils time to respond.
 - Organise additional support where it is required.

10. Special educational needs and disabilities

- 10.1. Pupils working at a lower than expected phonics phase will receive additional support, and will be assigned to small targeted groups for additional phonics sessions delivered by class teaching assistants.
- 10.2. Teachers will also take into account pupils' individual needs and their spelling progression when assigning them more/fewer spellings and easier/more difficult words.
- 10.3. Pupils will sit weekly spelling tests in relation to the spelling lists that they take home each week.

- 10.4. Teachers may decide to reduce the number of spellings on a given week if pupils are required to practise spelling patterns in addition to words.

11. Monitoring and evaluation

- 11.1. This policy will be monitored and reviewed on an **annual** basis by the headteacher and subject lead in-line with the school's policy review schedule.
- 11.2. Any changes made to this policy will be communicated to all members of staff