

SPELLING GUIDELINES (KEY STAGE 1 AND KEY STAGE 2)

Overview

At Heaton Primary School we use the Assertive Mentoring spelling programme based on the 2014 National Curriculum. We teach spelling rules and patterns explicitly. High frequency key words are learnt alongside spelling word lists. Teachers follow a structured teaching sequence and children learn spellings in school and at home using multi sensory strategies.

Meeting the Needs of the Children

Each half term children are screened for their spelling of key words using the AM key word screen. Teachers inform children of the words to learn and these are practised during guided reading/phonics and at home. All children are expected to know the stage key words by the end of the year.

Each year group will follow the AM spelling programme schedule. Children working at stages below will follow the appropriate list for their needs.

Teaching Spelling

There are 30 units per year across KS1 (with 10 additional units if required).

There are 20 units per year across Key Stage 2 (content and sequence is based on the new National Curriculum).

Wherever possible each unit focuses on three separate, though closely related, spelling rules or convention e.g. the initial blends 'sl', 'pl', 'fl'; a long 'o' sound made 'ow', 'oa', 'o-e' etc. There are usually five words that exemplify each 'rule' making 15 words per unit or sheet.

Each sheet is numbered according to the stage (or year group) it is intended for and where it appears in that stage e.g. '1:5' means 'Stage 1 (Y1): Unit '5' etc. Stage 0 refers to Reception.

The lists are not exhaustive, nor is it intended that the children slavishly learn each one, as in a spelling list. The key principle is that the children are learning about words rather than given words to learn.

Spelling lessons take place 3 times each week. These lessons last for 15 minutes

At the end of five weeks the teacher should assess the spellings learnt during the teaching sequence. These are assessed using the AM dictation spell checks which are written in the children's English books.

Preparation: Teacher identifies unknown words and prepare explanations for the meaning, giving oral examples

Introduction: introduce a bank of 5 words (and the rule or pattern)

Unfamiliar words

- Explain the meaning of the words
- Use in a sentence to demonstrate the meaning and usage
- Ask the children to use in a sentence orally and using Quick Write

Familiar words that are hard to spell, choose from:

- Writing the word down in different ways, in joined handwriting. This will fix the spelling in the hand.
- Use a highlighter pen to draw your attention to the part of the word you need to learn.
- Look for words within words (e.g. get in vegetable, lie in believe).
- Use the Look, say, cover, write, check strategy.
- Group together words with shared patterns.
- Listen to the word. Break it into syllables, identify the phonemes in each syllable (e.g. Sep-tem-ber).
- When letters or parts of words are silent, say the words in an exaggerated way (e.g. k-nife, bus-i-ness).
- Giving the word a rhythm helps.
- Analogy is using words already known (e.g. could, would, should).
- Learning about the structure of words can help spelling. For example, find the root of a word and check whether it changes when prefixes or suffixes are added (e.g. smiling: root = smile + ing).
- Mnemonics are a useful memory aid (e.g. • Big elephants can always use small elephants).
- Word origins (etymology) are useful in learning spellings. This can help to identify the letter or combination of letters to use.
- Homophones often cause difficulties. Learn them with other words that look the same rather than sound the same (e.g. there, here, where).
- Think of a spelling rule (e.g. short vowel and single consonant, double the consonant when adding ing).

At the end of each lesson: Every child writes the 5 words out at least 3 times, teacher checks these are spelt correctly.

Homework

On Fridays the AM homework sheet for the week's list is sent home for the children to learn using the look, say, copy, cover, write, check approach.

On Monday the children should show the teacher that they have completed the homework sheet. Teachers should do spot checks to test that children know their spellings.

Teachers should track those children who are not learning their spellings regularly. When teachers know that children are not learning their spellings at home this should be shared with families and time may be needed during the school day for these children to learn their spellings. Approaches to improving the children's practice of learning might include individual meetings with the TA, joining a spelling group, out of school boosters or independently writing their spellings a number of times during lessons or during the child's own time.

Weekly spelling tests have not demonstrated that children are learning their spellings and are not required.

Year Group Spelling Schedule

	Sequence of Teaching		Sequence of Teaching
Reception		Year 4	Autumn 2 – 4:1– 4:5 + Assessment Spring 1– 4:6 – 4:10 + Assessment Spring 2– 4:11 – 4:15 + Assessment Summer 1 – 4:15 -4:20 + Assessment Summer 2 – revision and consolidation
Year 1	Autumn 1– 1:1 – 1:5 + Assessment Autumn 2 – 1:6 – 1:10 + Assessment Spring 1– 1:11 – 1:15 + Assessment Spring 2– 1:16 – 1:20 + Assessment Summer 1 – 1:21 -1:25 + Assessment Summer 2 – 1:26 – 1:30 + Assessment	Year 5	Autumn 2 – 5:1– 5:5 + Assessment Spring 1– 5:6 – 5:10 + Assessment Spring 2– 5:11 – 5:15 + Assessment Summer 1 – 5:15 -5:20 + Assessment Summer 2 – revision and consolidation
Year 2	Autumn 1– 2:1 – 2:5 + Assessment Autumn 2 – 2:6 – 2:10 + Assessment Spring 1– 2:11 – 2:15 + Assessment Spring 2– 2:16 – 2:20 + Assessment Summer 1 – 2:21 -2:25 + Assessment Summer 2 – 2:26 – 2:30 + Assessment	Year 6	Autumn 2 – 6:1– 6:5 + Assessment Spring 1– 6:6 – 6:10 + Assessment Spring 2– 6:11 – 6:15 + Assessment Summer 1 – 6:15 -6:20 + Assessment Summer 2 – revision and consolidation
Year 3	Autumn 2 – 3:1– 3:5 + Assessment Spring 1– 3:6 – 3:10 + Assessment Spring 2– 3:11 – 3:15 + Assessment Summer 1 – 3:15 -3:20 + Assessment Summer 2 – revision and consolidation		

