

Irthlington Village School English Curriculum Overview

Spelling

At Irthlington, spelling is taught systematically and daily. The teaching of spelling begins in the EYFS and continues through to Year 6. In Nursery, reception and Year 1 we follow the DfE Letters and Sounds programme which is broken into 5 distinct phases. From Year 2 onwards we use the No Nonsense Spelling programme which teaches spelling conventions and promotes the learning of spellings. To consolidate spelling and phonics work in school, children are given weekly spellings to learn at home. Full marks in spellings are encouraged with a spelling certificate awarded in Celebration assembly on Fridays.

Children are grouped for spellings according to age and ability. All members of staff deliver spelling lessons in small groups for 20 minutes each day.

Spelling mistakes are identified through marking. Incorrectly spelt target words for a child are highlighted with a number which indicates how many times a child should practise the spelling in the margin of their book.

EYFS

Our main approach to teaching spelling is through synthetic phonics, which introduces the children to individual letter sounds before moving on to blends and digraphs. We use the Letters and Sounds scheme which incorporates a range of motivational and multi-sensory strategies such as singing songs, performing actions for each of the 42 letter sounds, listening to short stories and looking at flash cards with pictures.

There are five skills taught within Letters and Sounds:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying the sounds in words (Segmenting)
5. Tricky words

Children are given letter fans and mats for Phase 2 and 3 graphemes and flashcards for high frequency words to take home and practise.

Year 1

Throughout Year 1 we continue to use the Letters and Sounds scheme to further support children with their spelling. In Year 1 children cover Phase 5 which introduces and consolidates the full range of spelling patterns and graphemes.

Spelling activities can also form part of literacy lessons.

Year 2 and 3

In Year 2 we begin to teach from the No Nonsense Spelling programme which consolidates graphemes learnt in Year 1 but focusses heavily on the learning of spellings including spelling rules, statutory words and common exception words.

In Class 2 children have morning spelling books in which they practise spelling high frequency words from Letters and Sounds using the Look, Cover, Write, Check method.

Year 2 National Curriculum requirements

Pupils should be taught to

- develop a range of personal strategies for learning new and irregular words*
- develop a range of personal strategies for spelling at the point of composition*
- develop a range of strategies for checking and proofreading spellings after writing*

Pupils should be taught to spell by

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms

- learning the possessive apostrophe (singular), for example, the girl's book
- distinguishing between homophones and near homophones
- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'
- applying spelling rules and guidelines, as listed in English Appendix 1
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Year 3 & 4 National Curriculum requirements

Pupils should be taught to

- develop a range of personal strategies for learning new and irregular words*
- develop a range of personal strategies for spelling at the point of composition*
- develop a range of strategies for checking and proofreading spellings after writing*
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- 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
- proofread for spelling errors.

Year 4 - 6

Children continue to be taught from the No Nonsense Spelling programme but with a higher degree of independence. They are increasingly taught how to use dictionaries and word banks to support their learning of spellings. They are also taught how to find the definitions for words that they do not know and put these words into grammatically correct sentences.

Year 3 & 4 National Curriculum requirements

(See above)

Year 5 & 6 National Curriculum requirements

Pupils should be taught to

- develop a range of personal strategies for learning new and irregular words*
- develop a range of personal strategies for spelling at the point of composition*
- develop a range of strategies for checking and proof reading spellings after writing*
- 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
- proofread for spelling errors.

* non-statutory