

## Teaching of Spellings, Grammar and Punctuation at St Mary's

At St Mary's we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help. We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

### Aims

By adopting a consistent approach to the teaching of spelling we aim for the children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Develop and teach the children to use a range of effective spelling strategies
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings.
- Promote a positive and confident attitude towards spelling
- Help children to use a range of dictionaries and spell checks effectively.
- Help children recognise that spelling is a lifelong skill
- Provide equal opportunities for all pupils to achieve success in spelling

### Teaching of spellings

Specific sessions following the Read Write Inc programme are taught daily in EYFS and Key Stage 1. Common exception words are also taught from Year 1. During Year 2, and throughout Key Stage 2, spelling is taught in discrete spelling sessions based upon the National Curriculum framework, with a weekly focus on specific spelling patterns. Each of these sessions will last for a minimum of 10 minutes daily, and children will explore contextual meanings, patterns and the apply in sentences. The teaching and application of the statutory spellings are taught in some of these discrete sessions and are revisited though the year. Some children in KS2, where phonic knowledge is not yet embedded, will also take part in daily RWI and Fresh Start sessions (Fresh Start is used in Y5/6). Spelling practice is also linked with handwriting practice.

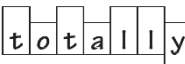


## **Spelling Strategies**

The teaching and learning of phonics and the correspondence between letters and their sounds underpins all of the spelling strategies taught across the school. Alongside the Read Write Inc programme, we endeavour to teach the children a range of spelling strategies in order to appeal to a variety of learning styles. At St Mary's, we understand that children have different learning needs, therefore throughout the school the children will be offered a wide range of spelling activities to provide a stimulus for all learning styles. They may take the form of:

These include:

- The S.L.C.W.C strategy (say, look, cover, write and check)
- Identifying syllables in words in order to break words into smaller parts
- Identifying base words e.g. smile- smiling- smiled
- Analogy- Using words already known to help spell new words e.g. could, would, should.
- Mnemonics - making up sentences to help remember the spelling of a word.
- Finding words within words
- Making links between the origin of words and their spelling (etymology)
- Using word banks and dictionaries
- Learning different spelling patterns and investigating new spelling rules.
- Linking handwriting to spelling and phonics, in order to develop a visual memory to aid spelling
- Word games, word searches, crosswords, puzzles
- Editing and re-drafting work
- Action rhymes and songs
- The use of ICT resources

## Strategies for learning spellings

Say, look, cover, write, check	<p><u>Say</u>: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. <u>Look</u>: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. <u>Cover</u>: cover the word. <u>Write</u>: write the word from memory, saying the word as you do so. <u>Check</u>: Have you got it right? If yes, try writing it again and again, repeating the SLCWC process each time.</p>
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling. You can also clapping and count to identify the syllables in a word.
Quick write	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 
Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> 
Words without vowels	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p style="text-align: center;">f ___ ld</p>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">         p          py          pyr          pyra          pyram          pyrami          pyramid       </p>
Rainbow writing	<p>Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour, as well as write the whole word in a different colour each time.</p> 

## **Handwriting and Spelling**

Links between handwriting, phonics and spelling are also important. The regular practice of letter patterns and the copying of high frequency words and common exception words helps develop good visual and writing habits. By copying and tracing whole words and linking their handwriting to patterns learnt in phonics lessons, the children will develop a good motor memory which will aid independent writing and spelling.

## **Resources**

To enable all children to develop the range of strategies taught, classrooms will be well equipped to support the different activities and learning styles. Resources may include: whiteboard and pens, spelling games, magnetic letters, the current spelling/phonics rules on the working wall, word banks (including cross curricular words/key vocabulary on subject working walls, High Frequency Words and Common Exception Words), thesauruses, dictionaries, picture dictionaries, phonics wall charts etc.

## **Assessment**

Pupils' learning is assessed throughout the spelling learning sequence. The spelling learning sequence will regularly include assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing – by teacher and peers (spelling tests in class will be held weekly)
- Dictation (within sentences to help pupils to understand meaning and context)
- Explaining (defining to show different contexts)
- Independent application in writing (linked with the Talk For Writing process and applied across the curriculum)

## **Special Educational Needs (SEN)**

Some children will continue to find these spelling strategies difficult to use effectively and will need additional support beyond differentiated classroom activities. TAs may lead additional spelling activities, such as precision teaching, involving small groups or with individuals. Intervention programmes may also be put in place to support spelling. Class teachers will liaise with the SENDCO when considering the specific needs of some children.

## **Parental Support**

Children will be sent home spellings to learn in KS1 and KS2. St Mary's recognises that parents have an active part to play in all aspects of their children's learning. Spellings sent home will be directly linked to sounds or spelling patterns taught that week in class.

## Spellings to be taught

Year 1 will focus on the RWI sound and will send home common exception words.

### Year 2

<b><u>ADVENT 1</u></b>	
1	Revise common exception words from Y1
2	Revise common exception words from Y1
3	Common exception words Y2
4	-dge & Common exception words Y2
5	-ge & Common exception words Y2
6	g & Common exception words Y2
7	j & Common exception words Y2
<b><u>ADVENT 2</u></b>	
8	c & Common exception words Y2
9	Wr & Common exception words Y2
10	Kn & Common exception words Y2
11	Gn & Common exception words Y2
12	-le & Common exception words Y2
13	-el & Common exception words Y2
<b><u>LENT 1</u></b>	
1	-al & Common exception words Y2
2	-il & Common exception words Y2
3	Y / -ies & Common exception words Y2
4	Y / -ies & Common exception words Y2
5	Y / -ies & Common exception words Y2
<b><u>LENT 2</u></b>	
6	-er-est – ed - ing & Common exception words Y2
7	-er-est – ed - ing & Common exception words Y2
8	-er-est – ed - ing & Common exception words Y2
9	'or' sound before l & all
10	'u' spelt o
11	-ey
<b><u>PENTECOST 1</u></b>	
1	w/ qu ' a
2	'or' sounded 'er'
3	'or' spelt 'ar'
4	'z' sound
5	- ment 'ful
<b><u>PENTECOST 2</u></b>	
6	-ness - less
7	contractions
8	Possessive apostrophe (singular)
9	-tion
10	homophones
11	Homophones / near homophones

### Year 3

<b><u>ADVENT 1</u></b>	
1	Revise Y2 suffixes –s ,-es - ful
2	-er, ing suffixes
3	Y3 statutory spellings (accident -bicycle)
4	Y3 statutory spellings (breath - century)
5	Y3 statutory spellings (certain - disappear)
6	'y' ('i' sound)
7	'ou' ('u' sound)
<b><u>ADVENT 2</u></b>	
8	Y3 statutory spelling (early – extreme)
9	Y3 statutory spellings (famous – guide)
10	in-
11	in-
12	un-
13	Revision and consolidation of previous spellings
<b><u>LENT 1</u></b>	
1	Y3 statutory spellings (heard – island)
2	-un
3	dis-
4	dis-
5	mis-
<b><u>LENT 2</u></b>	
6	il-
7	im-
8	ir-
9	re-
10	Revision and consolidation of previous spellings
11	Revision and consolidation of previous spellings
<b><u>PENTECOST 1</u></b>	
1	sub-
2	inter-
3	super-
4	anti-
5	auto-
<b><u>PENTECOST 2</u></b>	
6	-ly
7	-ly
8	-ly
9	Revision of Y3 statutory spellings lists, prefixes & suffixes (assessments)
10	Revision of Y3 statutory spellings lists, prefixes & suffixes (assessments)
11	Revision of Y3 statutory spellings lists, prefixes & suffixes (assessments)

## Year 4

<b><u>ADVENT 1</u></b>	
1	Revision of Y3 statutory spellings
2	Revision of Y3 statutory spellings
3	Y4 statutory spellings (knowledge – naughty)
4	Y4 statutory spellings (notice – position)
5	-sure
6	-ture
7	-ture
<b><u>ADVENT 2</u></b>	
8	Y4 statutory spellings (possess – recent)
9	Y4 statutory spellings (regular – suppose)
10	-cher
11	-ous
12	-ious
13	Revision and consolidation of previous spellings
<b><u>LENT 1</u></b>	
1	Y4 statutory spellings (surprise – women)
2	-eous
3	-ious
4	act-
5	-tion
<b><u>LENT 2</u></b>	
6	-sion
7	-tion
8	-ssion
9	-cian
10	Homophones 1
11	Revision and consolidation of previous spellings
<b><u>PENTECOST 1</u></b>	
1	ch ( hard 'c' sound)
2	ch (soft 'sh' sound)
3	-gue
4	Homophones 2
5	-que
<b><u>PENTECOST 2</u></b>	
6	sc
7	ei ('ay' sound)
8	Homophones 3
9	possessive plural apostrophe
10	Revision and consolidation of previous spellings
11	Revision and consolidation of previous spellings

## Year 5

<b><u>ADVENT 1</u></b>	
1	Revision of Y3/Y4 statutory spellings
2	Revision of Y3/Y4 statutory spellings
3	Y5 statutory spellings (accommodate – attached)
4	Y5 statutory spellings (available - community)
5	-ate
6	-ise
7	-ify
<b><u>ADVENT 2</u></b>	
8	Y5 statutory spellings (competition - desperate)
9	dis-
10	de-
11	-ate
12	mis-
13	Revision and consolidation of previous spellings
<b><u>LENT 1</u></b>	
1	Y5 statutory spellings (determine - environment)
2	Y5 statutory spellings (equip – foreign)
3	dis-
4	-sub
5	over-
<b><u>LENT 2</u></b>	
6	Y5 statutory spellings (forty - immediately)
7	re-
8	modal verbs
9	'c' (soft 'c' sound – s)
10	'-ci/ -xi-' – ('sh' sound)
11	Revision and consolidation of previous spellings
<b><u>PENTECOST 1</u></b>	
1	-tious
2	-cious
3	-cial
4	-tial
5	-ant / -ancy / -ent / -ence
<b><u>PENTECOST 2</u></b>	
6	-ant
7	-ant / -ance
8	-ation
9	Revision and consolidation of previous spellings
10	Revision and consolidation of previous spellings
11	Revision and consolidation of previous spellings



## Year 6

<b><u>ADVENT 1</u></b>	
1	Revision of Y5 statutory spellings
2	Revision of Y5 statutory spellings
3	Y6 statutory spellings (individual – necessary)
4	Y6 statutory spellings (neighbour – privilege)
5	-ment
6	-ent / -ence
7	-ency
<b><u>ADVENT 2</u></b>	
8	Y6 statutory spellings (profession – rhythm)
9	Y6 statutory spellings (sacrifice – suggest)
10	Y6 statutory spellings (symbol – yacht)
11	-able
12	-ible
13	-ably / -ibly
<b><u>LENT 1</u></b>	
1	-fer
2	co- / re-
3	cei
4	-ie-
5	ough
<b><u>LENT 2</u></b>	
6	silent letters
7	homophones 1
8	Homophones 2
9	-ship
10	-ly / ily/ -ally
11	homophones 3
<b><u>PENTECOST 1</u></b>	
1	tele- / -graph / auto
2	aero- / aqua-
3	aqua- / bi-
4	trans
5	-ive
<b><u>PENTECOST 2</u></b>	
6	conjunctions
7	Revision and consolidation of previous spellings
8	Revision and consolidation of previous spellings
9	Revision and consolidation of previous spellings
10	Revision and consolidation of previous spellings
11	Revision and consolidation of previous spellings