**Spelling at Finstall First School**

Children are taught spellings and spelling patterns in English lessons each week as part of whole class teaching. Weekly Spelling and Grammar (SPAG) lessons are taught in Years 1 to 4. Incorrect spellings of common words may be identified and corrected when a piece of work is marked, allowing the children to correct it using a Purple Pen. Year groups 1 to 4 follow the National Curriculum English Appendix 1 for Spelling: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf>

The progression, outlined below, would apply to a typical child. Some children may complete each stage more slowly or more quickly than others, depending on their ability. They will be provided with challenge / support as appropriate. Please use the table below to see how spelling is taught in each year group.

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| **Reception** |
| Daily Phonics sessions following ‘Letters and Sounds’. In Year R children will typically work through Phases 2 to 4 (See Below).  **Phase Two**  By the end of Phase Two children should:  ■ give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n;  ■ find any Phase Two letter, from a display, when given the sound;  ■ be able to orally blend and segment CVC words;  ■ be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: if, am, on, up and ‘silly names’ such as ip, ug and ock;  ■ be able to read the five tricky words the, to, I, no, go.  **Phase Three**  By the end of Phase Three children should:  ■ give the sound when shown all or most Phase Two and Phase Three graphemes;  ■ find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;  ■ be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);  ■ be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);  ■ be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;  ■ be able to spell the tricky words the, to, I, no, go;  ■ write each letter correctly when following a model.  **Phase Four**  By the end of Phase Four children should:  ■ give the sound when shown any Phase Two and Phase Three grapheme;  ■ find any Phase Two and Phase Three grapheme, from a display, when given the sound;  ■ be able to blend and read words containing adjacent consonants;  ■ be able to segment and spell words containing adjacent consonants;  ■ be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what;  ■ be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are;  ■ write each letter, usually correctly  **See the full document for more information and full lists of words and sounds from each phase.**  [**https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/190599/Letters\_and\_Sounds\_-\_DFES-00281-2007.pdf**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf) |
| **Year 1** |
| * Daily Phonics lessons * A Specific SPAG lesson each week. * A differentiated spelling test once a week in the Summer Term.   **Objectives**  Phonics -  Consolidation of Phase 4 Phonics from “Letters and Sounds” (See Year R)  Phase Five Phonics from “Letters and Sounds” (throughout Year 1)  By the end of Phase Five children should:  ■ give the sound when shown any grapheme that has been taught;  ■ for any given sound, write the common graphemes;  ■ apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;  ■ read and spell phonically decodable two-syllable and three-syllable words;  ■ read automatically all the words in the list of 100 high-frequency words;  ■ accurately spell most of the words in the list of 100 high-frequency words;  ■ form each letter correctly.  **See the full document for more information and full lists of words and sounds from each phase.**  [**https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/190599/Letters\_and\_Sounds\_-\_DFES-00281-2007.pdf**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)  Spelling -  To spell words containing each of the 40+ phonemes already taught  To know the common exception words  To spell the days of the week  To name the letters of the alphabet  To name the letters of the alphabet in order  To use the letter names to distinguish between alternative spellings of the same sound  To add prefixes and suffixes  To use the spelling rule for adding – s and –es as the plural marker for nouns and the third person singular marker for verbs  To use the prefix un-  To use – -ing, -ed, -er and - est where no change is needed in the spelling of root words  To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |
| **Year 2** |
| * Daily Phonics lessons * A weekly differentiated spelling test each week. * A specific SPAG lesson once a week. * An initial assessment at the start of the year to check the children’s understanding of the previous year’s spelling patterns.   **Objectives**  Phonics –  Consolidation of Phase 5 Phonics from “Letters and Sounds” (See Year 1)  Phase 6 - By the beginning of Phase Six, children should know most of the common grapheme–phoneme correspondences (GPCs). They should be able to read hundreds of words,  doing this in three ways:  ■ reading the words automatically if they are very familiar;  ■ decoding them quickly and silently because their sounding and blending routine is now well established;  ■ decoding them aloud.  Children’s spelling should be phonetically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. During this phase, children become fluent readers and increasingly accurate spellers.  **See the full document for more information and full lists of words and sounds from each phase.**  [**https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/190599/Letters\_and\_Sounds\_-\_DFES-00281-2007.pdf**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)  Spelling -  To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  To learn the new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  To learn to spell common exception words  To learn to spell words with contracted forms  To learn the possessive apostrophe  To distinguish between homophones and near homophones  To add suffixes to spell longer words, e.g. –ment, -ness, -ful,-less, -ly  To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far |
| **Year 3** |
| * Phonics interventions for specific children. * A weekly differentiated spelling test. * A specific SPAG lesson once a week. * A half termly review of spellings and spellings patterns covered that half term. (Starting from September 2017) * An initial assessment at the start of the year to check the children’s understanding of the previous year’s spelling patterns.   **Objectives**  To use further prefixes (un-, dis-, mis-, re-, and pre-) and suffixes (beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening and limited and the suffix -ly) and understand how to add them  To spell further homophones – fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, mail/male, main/mane, meet/meat, peace/piece plain/plane  To spell words that are often misspelt from English Appendix 1  To use the first two or three letters of a word to check its spelling in the dictionary  To spell words with endings sounding like ‘zh’ and ‘ch’. E.g. treasure, measure, picture, nature  To spell words with endings which sound like ‘zhun’ E.g. division, decision  To spell words containing the ‘i’ sound spelt ‘y’ elsewhere than at the end of words e.g. myth, gym  To spell words containing the ‘u’ sound spelt ‘ou’ E.g. young, touch, double  To spell words with the ‘k’ sound spelt ‘ch’ E.g. scheme, school, echo  To spell words with the ‘ay’ sound spelt ‘ei’, ‘eigh’ or ‘ey’ E.g. eight, they  To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| **Year 4** |
| * Phonics and spelling interventions for specific children. * A weekly differentiated spelling test. * A specific SPAG lesson once a week. * A half termly review of spellings and spellings patterns covered that half term. * An initial assessment at the start of the year to check the children’s understanding of the previous year’s spelling patterns.   **Objectives**  To use further prefixes and suffixes and understand how to add them   * Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- * Understand and add suffixes –ation, -ous * Add endings which sound like ‘shun’ spelt –tion, -sion, -ssion, -cian E.g. invention, discussion, tension, magician   To spell further homophones – affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who’s  To spell words that are often misspelt from English Appendix 1  To spell words with the ‘s’ sounds spelt ‘sc’ E.g. science, scene  To spell words ending with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt –que E.g. rogue, tongue, antique, unique  To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  To use the first three or four letters of a word to check its spelling in the dictionary  To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |