



Bramham Shadwell Federation Spelling Progression Revision Lists



There are 32 lists of words for children to learn between Year 1 and Year 6. The words are taken from the 2014 National Curriculum (NC). The lists get progressively more challenging, matching the content of the new NC.

Across each year group, the word lists contain a mixture of new words and words previously learnt. This should give children the opportunity to revise words they know already, ensuring children do not simply learn them for the test and then forget them. The KS2 lists are progressive – the previous lists words remain, while new ones are added in **bold**.

In class during the course of the year, Teachers will explain spelling rules using a range of strategies and tasks. The rules taught in class may not be in the same order as the revision lists as the weekly spelling lesson is responsive to the needs of the children. **Phonics Sounds, High Frequency Words** or **Common Errors** will also have a focus in lessons to ensure that children have mastered prior spelling rules as well as providing them with regular opportunities to revisit words. Some words, such as **Common Exception Words** will not fit into a rule but they will still need to be taught explicitly. The words on the weekly spelling list will be provided by the class teacher and could include a combination of the spelling rule, phonics sounds, high frequency words and common errors.

It should be noted that apart from the common exception words and statutory spelling words, children are learning ***the letter string, sound or spelling rule, not the specific word***. This is to ensure that children can apply their knowledge when trying to spell new and unfamiliar words.

Where spellings are built around a particular sound or letter string, children should be given (orally or in writing) one or two words that are not on the list but fit with the rule or sound to see if there are able to generalise. For example, when learning words with the **-ay letter string** (and they are given *day, play, say, way, stay*) the child might also be tested to see if can they also spell *may* and *bay*.

In addition to teaching the rule/sound, children will benefit from being taught the meanings of words and how they can be used, supporting the development of their vocabulary. Spelling should also be corrected in children's writing at school.

The table below shows how the lists align to the demands of different year groups drawn from the 2014 National Curriculum.

Words Lists	Year Group
1-6 <i>plus revision of all prior phonics phases</i>	Year 1
7-12 <i>plus revision of all prior spelling rules</i>	Year 2
13-18	Year 3
19-24 <i>plus revision of all prior spelling rules</i>	Year 4
25-30	Years 5
31-32 <i>plus revision of all prior spelling rules</i>	Years 6

It is vital to understand that the demands for spelling that were outlined in the introduction of the 2014 National Curriculum are challenging and it may take a number of years for children to 'catch up' and fill in any gaps that they might have. It is also worth noting that the End of Key Stage Assessment Criteria for Schools outlines that to 'meet' expectations, children should have very few or no spelling errors from previous years and be able to spell most words accurately from their year group.

How should the lists be used at home?

Children can move through the lists, with a new list each half term **or** when they have mastered the spelling rules/sounds on the list.

Where do the lists start?

The lists begin at the start of Year 1. Before children can begin on the first sheet, they need to be familiar with:

- *all letters of the alphabet and the sounds which they most commonly represent*
- *consonant digraphs and the sounds which they represent*
- *vowel digraphs which have been taught through the phonics scheme and the sounds which they represent*
- *the process of segmenting words into sounds before choosing graphemes to represent the sounds*
- *words with adjacent consonants*

Where do the lists end?

If children work at the rate of one wordlist per half term they should finish the revision lists at the end of Term 1 in Year 6. This would give two terms to return to any areas of that still need development.

How can you support your child at home?

As the demands of the new curriculum are high, you can support your child by revising words from all prior year groups with them in their spare time. This can be in a written manner or verbally through games and family 'Spelling Bees' asking them to spell out words on the lists as well as 'bonus' words.

Consolidating all prior spelling rules is an essential part of the curriculum.

Spellodrome

We have now purchased the Spellodrome subscription across the Federation. This is a fun and engaging way for children to revise spellings. The children have their own log on details and should aim for at least 1000 per week as this is how they will earn their first certificate! However, the more points they earn the greater chance they have of achieving other certificates and placing on the World Leader Board. Please encourage your child to use Spellodrome frequently.

Teachers will set word lists for 1 week or more. They can also set assessments for the children to complete.