

Getting it write, rite, right!

'No Nonsense Spelling' focuses on the teaching of spelling, embracing knowledge of spelling conventions- patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exception words and words that children personally find difficult.

The programme has been broken down into half termly plans and spelling will be taught alongside grammar and punctuation at least 3 times weekly. Each lesson will be approximately 10 to 15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required.

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. Children will acquire the physical memory of the spelling pattern as well as the visual.

There is a high expectation within the National Curriculum 2014 that pupils will learn many increasingly complex words. Within the programme, learning spelling patterns is built into each six-week block. Within the sessions a range of strategies for learning spellings are introduced and practiced. This enables pupils to choose the strategies they find most effective for learning different words.

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.

* non-statutory

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: 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.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to ‘look, say, cover, write, check’ but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>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.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<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>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>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>
<p>Words without vowels</p>	<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 <i>field</i>:</p>
<p>Pyramid words</p>	<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> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <p>Rainbow writing. 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. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</p> <p>Making up memorable 'silly sentences' containing the word</p> <p>Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</p> <p>Clapping and counting to identify the syllables in a word.</p>

Year 2 lesson plans

Year 2 Term 1 overview

Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (<i>sea/see</i> and <i>be/bee</i>)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals.	Lesson 5 Practise Using segmentation strategy for learning selected words
Week 2	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (<i>blue/blew</i>)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Practise Using segmentation and Phase 5 GPCs to learn words from this week	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation
Week 3	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs
Week 4	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words
Week 5	Lesson 21 Teach/Practise/ Apply Proofreading, especially high-frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far
Week 6	Lesson 26 Revise /aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)	Lesson 27 Practise /aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term

Week 1	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high-frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
Week 2	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones (to/two/too)	Lesson 8 Revise/ Teach/Apply Homophones (to/two/too)	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
Week 3	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise Strategies at the point of writing: Have a go	Lesson 14 Practise Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
Week 4	Lesson 16 Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words
Week 5	Lesson 21 Teach /s/sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise /s/sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Apply /s/sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones (here/hear, one/won, sun/son) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones (here/hear, one/won, sun/son) Revise homophones taught so far
Week 6	Lesson 26 Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess /n/ sound spelt 'kn' and 'gn' at the beginning of words: dictation

Term 2

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /aɪ/sound spelt 'y'	Lesson 3 Practise /aɪ/sound spelt 'y'	Lesson 4 Apply /aɪ/sound spelt 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (could, should, would)
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Week 2	Lesson 6 Teach Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Lesson 7 Practise/Apply Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)	Lesson 8 Revise /l/ or /əl/ sound spelt ‘-le’ at the end of words and following a consonant	Lesson 9 Practise /l/ or /əl/ sound spelt ‘-le’ at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading
Week 3	Lesson 11 Teach/Practise Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it	Lesson 12 Teach/Practise Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it	Lesson 13 Teach/Practise Adding the ending ‘y’ to words ending in ‘e’ with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation
Week 4	Lesson 16 Teach /i:/ sound spelt ‘ey’	Lesson 17 Practise /i:/ sound spelt ‘ey’	Lesson 18 Apply /i:/ sound spelt ‘ey’: dictation	Lesson 19 Teach/Revise Near homophones (<i>quite/quiet</i>)	Lesson 20 Practise/Apply Homophones and near homophones
Week 5	Lesson 21 Teach /r/ sound spelt ‘wr’	Lesson 22 Practise /r/ sound spelt ‘wr’	Lesson 23 Teach/Practise Common exception words (<i>most,</i> <i>both, only</i>)	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words	Lesson 25 Assess /r/ sound spelt ‘wr’ and common exception words
Week 6	Lesson 26 Teach Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Practise Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (<i>move,</i> <i>prove, improve,</i> <i>should, would,</i> <i>could, most,</i> <i>both, only</i>)	Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall

Year 2 Term 3 overview

Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The /l/ or /əl/ sound spelt ‘-el’ at the end of words	Lesson 3 Practise The /l/ or /əl/ sound spelt ‘-el’ at the end of words	Lesson 4 Apply The /l/ or /əl/ sound spelt ‘-el’ at the end of words	Lesson 5 Revise Proofreading: using a dictionary/word bank
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Week 2	Lesson 6 Teach Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’	Lesson 7 Practise Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’	Lesson 8 Apply Adding the endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’	Lesson 9 Teach/Practise/ Apply Strategies at the point of writing: using analogy (includes dictation)	Lesson 10 Revise/Learn Strategies for learning words
Week 3	Lesson 11 Teach The /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’	Lesson 12 Practise The /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’	Lesson 13 Teach The /ɔ:/ sound spelt ‘ar’ after ‘w’	Lesson 14 Practise The /ɔ:/ sound spelt ‘ar’ after ‘w’	Lesson 15 Apply Strategies for learning words: words including /ɔ:/ spelt ‘a’ before ‘l’ and ‘ll’ and /ɔ:/ spelt ‘ar’ after ‘w’
Week 4	Lesson 16 Teach Suffixes ‘-ment’ and ‘-ness’	Lesson 17 Practise Suffixes ‘-ment’ and ‘-ness’	Lesson 18 Apply Suffixes ‘-ment’ and ‘-ness’	Lesson 19 Teach Strategies for learning words: selected words using cards	Lesson 20 Learn Strategies for learning words: common exception words and words from errors
Week 5	Lesson 21 Teach The /ɜ:/ sound spelt ‘or’ after ‘w’	Lesson 22 Practise The /ɜ:/ sound spelt ‘or’ after ‘w’	Lesson 23 Assess The /ɜ:/ sound spelt ‘or’ after ‘w’: dictation	Lesson 24 Revise The possessive apostrophe (singular nouns)	Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation
Week 6	Lesson 26 Teach The /l/ or /əl/ sound spelt ‘-al’ at the end of words	Lesson 27 Practise The /l/ or /əl/ sound spelt ‘-al’ at the end of words	Lesson 28 Apply The /l/ or /əl/ sound spelt ‘-al’ at the end of words	Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply Common exception words

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings and concepts that pupils need to secure	Lesson 2 Practise Spellings and concepts that pupils need to secure	Lesson 3 Apply Spellings and concepts that pupils need to secure	Lesson 4 Teach Spellings and concepts that pupils need to secure	Lesson 5 Practise/Apply Spellings and concepts that pupils need to secure
Week 2	Lesson 6 Revise Homophones	Lesson 7 Apply Homophones	Lesson 8 Teach /ʌ/ sound spelt 'o'	Lesson 9 Practise/Apply /ʌ/ sound spelt 'o'	Lesson 10 Apply Words revised or learnt this week
Week 3	Lesson 11 Teach /i/ or /ə/ sounds spelt 'il' at the end of words	Lesson 12 Practise /i/ or /ə/ sounds spelt 'il' at the end of words	Lesson 13 Apply /i/ or /ə/ sounds spelt 'il' at the end of words	Lesson 14 Revise Strategies for learning words: common exception words	Lesson 15 Apply Common exception words
The remainder of the term	<p>Spelling lessons should now focus on the following:</p> <p>Revision of all the content from the Year 2 programme</p> <p>Securing spelling strategies</p> <p>At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced</p> <p>After writing – developing proofreading and checking skills including using a dictionary</p> <p>Learning spellings – developing children’s personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</p>				

Common exception words for Year 2

Door floor poor because find
kind mind behind child children wild climb most only both old
cold gold hold told every
everybody

even great break steak pretty beautiful after fast
last past father class grass pass plant path bath hour move prove improve sure

sugar eye could should would who whole any many clothes busy people water again half
money Mr
Mrs parents Christmas

(and/or others according to programme used)