

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.

<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 3 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.

* non-statutory

Year 3 lesson plans

Year 3 Term 1 overview

Block 1 – autumn first half term

Week 1	Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' <i>(disappoint, disagree, disobey)</i>
Week 2	Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'	Lesson 5 Revise From Year 2: Apostrophes for contractions	
Week 3	Lesson 6 Learn Strategies for learning words: Words from statutory and personal spelling lists	Lesson 7 Revise/Teach Strategies at the point of writing: Have a go	
Week 4	Lesson 8 Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 9 Practise Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 10 Assess Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they): dictation
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Teach Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	
Week 6	Lesson 13 Practise Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Lesson 14 Assess Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise Statutory words learnt last half term Strategies at the point of writing: Have a go	Lesson 2 Revise Homophones	Lesson 3 Revise Year 2 prefixes and suffixes
Week 2	Lesson 4 Teach Prefixes 'mis-' and 're-'	Lesson 5 Practise Prefixes 'mis-' and 're-'	
Week 3	Lesson 6 Apply Prefixes 'mis-' and 're-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /ɪ/ sound spelt 'y'	Lesson 10 Practise/Apply The /ɪ/ sound spelt 'y'
Week 5	Lesson 11 Teach Proofreading	Lesson 12 Practise Proofreading	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	

Year 3 Term 2 overview

Block 3 – spring first half term

Week 1	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant	
Week 2	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'	Lesson 5 Apply Prefixes 'sub-' and 'tele-'
Week 3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Apply Words from statutory and personal spelling lists: pair testing	Lesson 9 Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'
Week 5	Lesson 11 Assess Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 6	Lesson 13 Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Lesson 14 Practise Suffixes '-less', '-ness', '-ful' and '-ly'	Lesson 15 Assess Suffixes '-less', '-ness', '-ful' and '-ly': spelling test

Block 4 – spring second half term

Week 1	Lesson 1 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 2 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 3 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice
Week 2	Lesson 4 Teach Prefixes 'super-' and 'auto-'	Lesson 5 Practise Prefixes 'super-' and 'auto-'	
Week 3	Lesson 6 Apply Prefixes 'super-' and 'auto-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Strategies at the point of writing: homophones	Lesson 10 Practise Strategies at the point of writing: homophones	
Week 5	Lesson 11 Apply Homophones	Lesson 12 Revise Proofreading	Lesson 13 Apply Proofreading
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)	

Year 3 Term 3 overview

Block 5 – summer first half term

Week 1	Lesson 1 Revise Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 2 Practise Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 3 Apply Previously taught suffixes: dictation
Week 2	Lesson 4 Teach Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’	Lesson 5 Practise Suffix ‘-ly’	Lesson 6 Apply Suffix ‘-ly’
Week 3	Lesson 7 Revise From Year 2: Apostrophes for contractions	Lesson 8 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 9 Assess Words from statutory and personal spelling lists
Week 4	Lesson 10 Teach Rare GPCs (/ɪ/ sound)	Lesson 11 Practise Rare GPCs (/ɪ/ sound)	
Week 5	Lesson 12 Apply Rare GPCs (/ɪ/ sound)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 15 Apply/Assess Words from statutory and personal spelling lists	Lesson 16 Revise From Years 1 and 2: vowel digraphs	

Block 6 – summer second half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term	Lesson 2 Revise Spellings learnt in the last half term	Lesson 3 Revise Spellings learnt in the last half term
Week 2	Lesson 4 Teach The /ʌ/ sound spelt 'ou'	Lesson 5 Practise The /ʌ/ sound spelt 'ou'	
Week 3	Lesson 6 Apply The /ʌ/ sound spelt 'ou': dictation	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	Lesson 10 Practise Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	
Week 5	Lesson 11 Apply Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	Lesson 12 Teach Proofreading	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 14 Apply Words from statutory and personal spelling lists	Lesson 15 Revise Aspects from this half term	

Yr 3 Common Exception Words

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard(h)	promise
build	heart	quarter
busy/business	height	question
calendar	history	recent
caught	imagine	regular
centre	increase	reign (h)
century	important	remember
certain	interest	sentence
circle	island	separate
complete	knowledge	special
consider	learn	straight
continue	length	strange
decide	library	strength
describe	material	suppose
different (Phase 5)	medicine	surprise
difficult	mention	therefore
disappear	minute	though/although
early	natural	thought (Phase 5)
earth	naughty	through (Phase 5)
eight (h)/eighth	notice	(h)
enough	occasion(ally)	various
exercise	often	weight (h)
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	