

## **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><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> 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><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></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><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></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><b>Drawing around the word to show the shape</b></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><b>Drawing an image around the word</b></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><b>Words without vowels</b></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><b>Pyramid words</b></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><b>Other strategies</b></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 4 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 4 lesson plans

## Year 4 Term 1 overview

### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Assess <b>Strategies for learning words: words from statutory spelling list</b>	Lesson 3 Learn <b>Words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Words ending /ʒə/</b>	Lesson 5 Practise <b>Words ending /ʒə/</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words ending /ʒə/</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Teach <b>From Year 2: possessive apostrophe with singular proper nouns</b>
<b>Week 4</b>	Lesson 9 Revise from Year 3 <b>From Year 2: possessive apostrophe with singular proper nouns</b>	Lesson 10 Teach <b>Homophones (peace/piece, main/mane, fair/fare)</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Homophones (peace/piece, main/mane, fair/fare)</b>	Lesson 12 Apply <b>Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 6</b>	Lesson 14 Practise <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	

## Block 2 – autumn second half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies for learning words: words from statutory list learnt previously</b> <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Strategies for learning words: words from statutory list learnt previously</b> <b>Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 5 Practise <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	
<b>Week 3</b>	Lesson 6 Apply <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 4</b>	Lesson 9 Revise <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	Lesson 10 Practise/Apply <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	
<b>Week 6</b>	Lesson 13 Teach <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 14 Practise <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 15 Apply <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>

## Year 4 Term 2 overview

### Block 3 – spring first half term

<b>Week 1</b>	Lesson 1 Teach <b>The /g/ sound spelt 'gu'</b>	Lesson 2 Practise <b>The /g/ sound spelt 'gu'</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	Lesson 5 Practise <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words with endings sounding like /tʃə/ spelt '-ture': dictation</b>	Lesson 7 Learn <b>Strategies for learning words: selected words from statutory and personal spelling lists</b>	Lesson 8 Teach <b>Possessive apostrophe with plurals</b>
<b>Week 4</b>	Lesson 9 Practise <b>Possessive apostrophe with plurals</b>	Lesson 10 Teach <b>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Strategies for learning words: homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	Lesson 12 Apply <b>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	Lesson 13 Assess <b>Words already learnt from the statutory spelling test</b>
<b>Week 6</b>	Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>Error Analysis (teacher to do)</b>	

**Block 4 – spring second half term**

<b>Week 1</b>	Lesson 1 Assess <b>Statutory spellings learnt so far</b>	Lesson 2 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 5 Practise <b>Prefixes 'anti-' and 'inter-'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 7 Learn <b>Strategies for learning words: selected words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Spellings learnt so far</b>
<b>Week 4</b>	Lesson 9 Teach <b>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 10 Practise <b>Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Spellings learnt so far this term</b>
<b>Week 6</b>	Lesson 14 Revise/Assess <b>Spellings taught so far</b>	Lesson 15 Revise/Assess <b>Spellings taught so far</b>	



## Year 4 Term 3 overview

### Block 5 – Summer first half term

<b>Week 1</b>	Lesson 1 Teach <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 2 Practise <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b> <b>Strategies at the point of writing: Have a go</b>
<b>Week 2</b>	Lesson 4 Teach <b>Endings that sound like /ʃən/ spelt 'sion'</b>	Lesson 5 Practise <b>Endings that sound like /ʃən/ spelt 'sion'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Endings that sound like /ʃən/ spelt 'sion'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Revise <b>Apostrophes for possession, including singular and plural</b>
<b>Week 4</b>	Lesson 9 Practise <b>Apostrophes for possession, including singular and plural</b>	Lesson 10 Teach <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Homophones</b>	Lesson 12 Apply <b>Homophones</b>	Lesson 13 Assess <b>Statutory words learnt during the year</b>
<b>Week 6</b>	Lesson 14 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	Lesson 15 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	

## Block 6 – summer second half term

<b>Week 1</b>	Lesson 1 Teach <b>Suffix '-ous'</b>	Lesson 2 Practise <b>Suffix '-ous'</b>	Lesson 3 Apply <b>Suffix '-ous'</b>
<b>Week 2</b>	Lesson 4 Practise <b>Proofreading</b>	Lesson 5 Revise <b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b>	Lesson 6 Practise/Apply <b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b>
<b>Week 3</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words learnt so far</b>	
<b>Week 4</b>	Lesson 9 Teach/Revise from Year3 <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 10 Practise <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Words learnt so far</b>
<b>Week 6</b>	Lesson 14 Revise <b>Work covered this term</b>	Lesson 15 Revise <b>Work covered this term</b>	

## Statutory word list for Years 3 and 4

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