

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.

Teaching Strategies-Ways to learn spellings

Look, say, cover, write, check	<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>
Trace, copy and replicate (and then check)	<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>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<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>
Drawing around the word to show the shape	<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 5 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 proof reading spellings after writing*
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, *knight*, *psalm*, *solemn*)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- proofread for spelling errors.

* non-statutory

Year 5 lesson plans

Year 5 Term 1 overview

Block 1 – autumn first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Teach Words with the letter string 'ough'	Lesson 3 Practise Words with the letter string 'ough'
Week 2	Lesson 4 Apply Words with the letter string 'ough'	Lesson 5 Teach Words with 'silent' letters	
Week 3	Lesson 6 Learn Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists	Lesson 7 Assess Words with 'silent' letters: dictation	Lesson 8 Teach Use of spelling journals for etymology
Week 4	Lesson 9 Teach Words ending in '-able' and '-ible'	Lesson 10 Practise Words ending in '-able' and '-ible'	
Week 5	Lesson 11 Assess Words ending in '-able' and '-ible'	Lesson 12 Teach Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)	Lesson 13 Practise Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)
Week 6	Lesson 14 Apply Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)	Lesson 15 Learn Strategies for learning words: words from statutory and personal spelling lists	

Block 2 – autumn second half term

Week 1	Lesson 1 Revise Selected spellings taught last half term and new spellings for this half term	Lesson 2 Revise Selected spellings taught last half term and new spellings for this half term	Lesson 3 Revise/Teach Selected spellings taught last half term and new spellings for this half term
Week 2	Lesson 4 Revise/Teach From previous years: plurals (adding '-s', '-es' and '-ies')	Lesson 5 Revise From previous years: apostrophe for contraction and possession	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Teach Use of the hyphen	Lesson 8 Practise Use of the hyphen
Week 4	Lesson 9 Assess Use of the hyphen	Lesson 10 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 5	Lesson 11 Teach Proofreading, focusing on checking words from personal lists	Lesson 12 Practise Proofreading, focusing on checking words from personal lists	Lesson 13 Teach Using a dictionary to support learning word roots, derivations and spelling patterns
Week 6	Lesson 14 Practise Using dictionaries to create word webs	Lesson 15 Assess Strategies at the point of writing: building new words from known morphemes	

Year 5 term 2 overview

Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Revise From Years 3 and 4: apostrophe for possession	Lesson 3 Strategies for learning words: words from personal spelling lists
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)	
Week 3	Lesson 6 Teach Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)	Lesson 7 Assess Rare GPCs: dictation	Lesson 8 Revise/Teach Using spelling journals for etymology
Week 4	Lesson 9 Teach Words ending in '-ably' and '-ibly'	Lesson 10 Practise Words ending in '-ably' and '-ibly'	
Week 5	Lesson 11 Assess Words ending in '-ably' and '-ibly'	Lesson 12 Teach Homophones (<i>led/lead, steel/steal, alter/altar</i>)	Lesson 13 Practise Strategies for learning words: homophones
Week 6	Lesson 14 Apply Homophones	Lesson 15 Learn/Assess Strategies for learning words: words from statutory and personal spelling lists	

Block 4 – spring second half term

Week 1	Lesson 1 Revise Spellings taught in previous half term	Lesson 2 Revise Spellings taught in previous half term	Lesson 3 Assess words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Proofreading: checking from another source after writing	Lesson 5 Practise Proofreading	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise Building words from root words	Lesson 8 Practise Building words from root words
Week 4	Lesson 9 Assess Building words from root words	Lesson 10 Revise Homophones	
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Assess Words from statutory and personal lists	Lesson 13 Teach Words with the /i:/ sound spelt 'ei'
Week 6	Lesson 14 Teach 'ei' and 'ie' words	Lesson 15 Assess 'ei' and 'ie' words	

Year 5 Term 3 overview

Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Revise Strategies for learning words: using a range of strategies	Lesson 3 Revise Strategies for learning words: using a range of strategies
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Strategies at the point of writing: using etymological/morphological strategies for spelling	Lesson 6 Assess Strategies at the point of writing: using etymological/morphological strategies for spelling
Week 3	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists	Lesson 9 Teach Using spelling journals for etymology
Week 4	Lesson 10 Teach Proofreading for words on statutory list	Lesson 11 Practise Proofreading for words on statutory list	
Week 5	Lesson 12 Apply Proofreading for words on statutory list	Lesson 13 Teach Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)	Lesson 14 Practise Homophones
Week 6	Lesson 15 Apply/Assess Homophones	Lesson 16 Learn Strategies for learning words: words from statutory and personal spelling lists	

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings taught in the last half term	Lesson 2 Revise Spellings taught in the last half term	Lesson 3 Revise/Assess Spellings taught in the last half term: pair testing
Week 2	Lesson 4 Teach Proofreading: use of dictionary to check words, referring to first three or four letters	Lesson 5 Practise Proofreading: use of dictionary to check words	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise Strategies for learning words: problem suffixes	Lesson 8 Practise Strategies for learning words: problem suffixes
Week 4	Lesson 9 Assess Problem suffixes	Lesson 10 Revise/Practise Homophones	
Week 5	Lesson 11 Revise/Practise Homophones	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 13 Assess Words from statutory and personal spelling lists: pair testing
Week 6	Lesson 14 Revise Spelling aspects from Year 5 that are not secure	Lesson 15 Revise Spelling aspects from Year 5 that are not secure	

Statutory word list for Years 5 and 6

accommodate	equip (-ped, -ment)	programme
accompany	especially	pronunciation
according	exaggerate	queue
achieve	excellent	recognise
aggressive	existence	recommend
amateur	explanation	restaurant
ancient	familiar	rhyme
apparent	foreign	rhythm
appreciate	forty	sacrifice
attached	frequently	secretary
available	government	shoulder
average	guarantee	signature
awkward	harass	sincere(ly)
bargain	hindrance	soldier
bruise	identity	stomach
category	immediately	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol (h)
communicate	language	system
community	leisure	temperature
competition	lightning (h)	thorough
conscience	marvellous	twelfth
conscious	mischievous	variety
controversy	muscle (h)	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic + ise)	nuisance	
curiosity	occupy	
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	

**embarrass
environment**

**privilege
profession**