

## 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 6 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 the guidance for adding them
- spell some words with 'silent' letters (rarer GPCs, 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

## Teaching Strategies-Ways to learn spellings

<b>Look, say, cover, write, check</b>	<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>
<b>Trace, copy and replicate (and then check)</b>	<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>
<b>Segmentation strategy</b>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<b>Quickwrite</b>	<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>
<b>Drawing around the word to show the shape</b>	<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 6 lesson plans

## Year 6 Term 1 overview

### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise/Learn <b>Words from statutory word lists</b>	Lesson 2 Revise/Learn <b>Words from statutory word lists</b>	Lesson 3 Revise <b>Strategies at the point of writing: Have a go</b>
<b>Week 2</b>	Lesson 4 Practise <b>Strategies at the point of writing: Have a go</b>	Lesson 5 Revise <b>Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’</b>	
<b>Week 3</b>	Lesson 6 Practise <b>Strategies for learning words: words ending ‘-able’ and ‘-ible’</b>	Lesson 7 Assess <b>Words ending ‘-able’ and ‘-ible’</b>	Lesson 8 Teach <b>Adding suffixes beginning with vowels to words ending in ‘-fer’</b>
<b>Week 4</b>	Lesson 9 Practise <b>Adding suffixes beginning with vowels to words ending in ‘-fer’</b>	Lesson 10 Assess <b>Adding suffixes beginning with vowels to words ending in ‘-fer’</b>	
<b>Week 5</b>	Lesson 11 Practise <b>SATS practice</b>	Lesson 12 Practise <b>SATS practice</b>	Lesson 13 Practise <b>SATS practice</b>
<b>Week 6</b>	Lesson 14 Teach <b>Proofreading in smaller chunks (sentences, paragraphs)</b>	Lesson 15 Practise <b>Proofreading in smaller chunks (sentences, paragraphs)</b>	

## Block 2 – autumn second half term

<b>Week 1</b>	Lesson 1 Revise/Assess <b>Words from statutory word lists</b>	Lesson 2 Revise/Assess <b>Words from statutory word lists</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory word list</b>
<b>Week 2</b>	Lesson 4 Learn <b>Homophones ('ce'/'se')</b>	Lesson 5 Practise <b>Homophones ('ce'/'se')</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Homophones ('ce'/'se'): dictation</b>	Lesson 7 Learn <b>Strategies for learning words: words from personal spelling lists</b>	Lesson 8 Assess <b>Words from personal spelling lists</b>
<b>Week 4</b>	Lesson 9 Teach <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</b>	Lesson 10 Practise <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory word list</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory word list</b>
<b>Week 6</b>	Lesson 14 Assess/Learn Learn <b>Words from statutory word lists</b>	Lesson 15 Revise <b>Spelling learning from this term</b>	

## Year 6 Term 2 overview

### Block 3 – spring first half term

<b>Week 1</b>	Lesson 1 Revise <b>Words with 'ough' letter string</b>	Lesson 2 Practise <b>Words with 'ough' letter string</b>	Lesson 3 Assess <b>Words with 'ough' letter string: pair testing</b>
<b>Week 2</b>	Lesson 4 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 5 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	Lesson 7 Teach <b>Words ending '-cial' and '-tial'</b>	Lesson 8 Practise <b>Words ending '-cial' and '-tial'</b>
<b>Week 4</b>	Lesson 9 Apply <b>Words ending '-cial' and '-tial'</b>	Lesson 10 Teach <b>Proofreading someone else's writing</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from personal spellings lists</b>	Lesson 12 Assess <b>Words from personal spellings lists: pair testing</b>	Lesson 13 Revise <b>Generating words from prefixes</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>All statutory words learnt so far this term</b>	

## Block 4 – spring second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spelling learning from the previous half term</b>	Lesson 2 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Homophones (<i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit</i>)</b>	
<b>Week 3</b>	Lesson 6 Revise <b>Homophones covered in KS2</b>	Lesson 7 Assess <b>Homophones covered in KS2: dictation</b>	Lesson 8 Practise <b>Proofreading</b>
<b>Week 4</b>	Lesson 9 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 10 Assess <b>Words from statutory and personal spelling lists</b>	
<b>Week 5</b>	Lesson 11 Revise <b>Generating words from prefixes and roots</b>	Lesson 12 Practise/Apply <b>Generating words from prefixes and roots</b>	
<b>Week 6</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 14 Assess <b>Words from statutory spelling lists</b>	

## Year 6 Term 3 overview

### Block 5 – summer first half term

<b>Week 1</b>	Lesson 1 Teach <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 2 Practise <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 3 Apply/Assess <b>Rare GPCs from statutory word list</b>
<b>Week 2</b>	Lesson 4 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 5 Practise/Apply <b>Strategies at the point of writing: Have a go</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Assess <b>Words from statutory and personal spelling lists</b>	
<b>Week 4</b>	Lesson 8 Teach <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 9 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	
<b>Week 5</b>	Lesson 10 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 11 Teach <b>Proofreading own writing independently</b>	Lesson 12 Practise/Apply <b>Proofreading own writing independently</b>
<b>Week 6</b>	Lesson 13 Revise <b>Root words and meaning</b>	Lesson 14 Practise <b>Root words and meaning</b>	



## Block 6 – summer second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught last half term</b>	Lesson 2 Revise <b>Spellings taught last half term</b>	Lesson 3 Assess <b>Spellings taught last half term</b>
<b>Week 2</b>	Lesson 4 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 5 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 6 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 3</b>	Lesson 7 Teach <b>Words ending ‘-ent’, ‘-ence’ and ‘-ency’</b>	Lesson 8 Practise <b>Words ending ‘-ent’, ‘-ence’ and ‘-ency’</b>	Lesson 9 Practise <b>Words ending ‘-ent’, ‘-ence’ and ‘-ency’</b>
<b>Week 4</b>	Lesson 10 Assess <b>Words ending ‘-ent’, ‘-ence’ and ‘-ency’</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 5</b>	Lesson 13 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 14 Teach <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>	Lesson 15 Practise <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>
<b>Week 6</b>	Lesson 16 Apply <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>): dictation</b>	Lesson 17 Learn <b>Strategies for learning words: commonly misspelt homophones</b>	Lesson 18 Apply <b>Strategies for learning words: commonly misspelt homophones</b>

## 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	privilege	
environment	profession	

