



Middlethorpe Spelling LTP



“When our spelling is perfect, it’s invisible. But when it’s flawed, it prompts strong negative associations,” Marilyn Vos Savant

Aim

At Middlethorpe Primary Academy we appreciate the need to be able to express ourselves in such a way that we can be understood. As part of this, we value the need to be able to spell accurately so that our written communication can be clearly interpreted as we intended. We also value that the act of writing utilises many processes, and to enable us to spend energy on the higher order skills of composition, we benefit from being a ‘good speller’.

Overview

Little Wandle Phonics	The Spelling Book
Nursery, Foundation Stage, Year 1	Year 2-6

Little Wandle Phonics

Little Wandle Phonics is a systematic, synthetic phonics programme which meets the statutory and non-statutory requirements of the National Curriculum 2014, Appendix 1.

Children in Nursery are provided with a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and language’ and ‘Literacy’.

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

The Spelling Book

The Spelling Book builds on the foundations of phonics teaching Little Wandle provides and supports a shift to the wider understanding of spelling conventions, patterns and rules whilst providing the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings in order to meet the statutory and non-statutory requirements of the National Curriculum 2014, Appendix 1.

The Spelling Book approach is taught over a 2 week cycle:

During **week one**, a block of 50 minutes is created to facilitate an investigation into ways of writing the phonic sounds using a letter/letters known as graphemes. The nature of this is a ‘slow’ look at patterns and works to improve or disprove a hypothesis.

During **week two**, the same amount of time is split into 5 x 10 minute slots to experience pace and take a quicker look at spellings involving analysis of common errors, why these errors occur and what to do to ensure that the correct spelling embeds in their long-term memory – this approach will ensure all pupils from Year 2-Year 6 will have a systematic approach to spellings.

Assessment

Formative Assessment for Learning:

Little Wandle: Children are assessed on their understanding of the sounds and corresponding words every half term by their class teacher. Children are then re-grouped.

The Spelling Book: Pupils’ learning is assessed throughout the programme. The daily application of the learning identifies whether pupils have learnt the key concept taught.

Summative Assessment:

As part of the assessment and monitoring cycle, children are given a baseline spelling test linked to their spelling patterns and objectives. This is repeated at the end of the year. In years 2-6: Termly SAT style/Pixl spelling test.

Catch up

Children not making sufficient progress are quickly identified and receive one to one phonic tuition to speed up their progress. Children who continue to fall behind complete Precision Teaching and/or Lexia which is an online personalized solution focusing on Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension and Spelling Rules. Children are routinely taught how to use a dictionary or google to access spellings and have free access to them as needed.

Spelling Progression

Nursery, Foundation Stage and Year 1:

Graphemes (written letters) and phonemes (sounds) are taught in the following sequence:

Phase 2	Phase 3	Phase 5	
s a t p i n m d g o c k c k e u r h b f l	ai ee igh oa oo oo ar or ur ow oi ear air er	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ee/ ey donkey /oo/ ui ou fruit soup
is l the	was you they my by all are sure pure	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue	any many again who whole where two school call different thought through friend work
ff ll ss j v w x y z zz qu ch sh th ng nk	said so have like some come love do were here little	/yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze
as and has his her go no to into she he of we me be	says there when what one out today	their people oh your Mr Mrs Ms ask* could would should our house mouse water want /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant	once laugh because eye /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision

	/f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence	/j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more busy beautiful pretty hour move improve parents shoe
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Year 2 and beyond

Children in year 2 may still benefit from the Little Wandle approach to phonic instruction. However, the discrete teaching of spelling alongside the teaching of phonics becomes essential. The National Curriculum 2014 requires children to learn that the way a word is spelt is not always directly linked to the way a word sounds.

Phonic knowledge and understanding continues to underpin spelling in KS2. Some children may still benefit from the Little Wandle approach to phonic instruction. In KS2 pupils' attention is drawn to grapheme-phoneme-correspondence (GPC) that do and do not fit in with their prior knowledge. The role of morphology and etymology is also important, as well as general principles for adding prefixes and suffixes correctly.

Below is the list of spelling rule investigations covered in The Spelling Book approach.

Year 2
1) All words that end with 'le' have a double consonant before. 2) There are more words that end in 'il' and 'al' 3) The most common second word in a contracted form is 'have' 4) If there is one person that owns something the apostrophe ALWAYS goes before the 's' but not for plural belongings. 5) The /dz/ sound is spelt 'dge' at the end of the word, after a short vowel sound, and 'j' at the beginning 6) 'k', 'g' and 'w' are the only letters that are used at the beginning of words that are not pronounced 7) All words that end in 'y' when pluralized end in -ies 8) When changing singular nouns or verbs into plurals, the pluralized word always ends in -ss or -es 9) All the words that begin with dis- use a prefix that means 'making the opposite of' 10) The meaning of re- means 'again' and this can be useful in explaining all words that use the prefix re- attached to a whole word 11) Having an accent means that people hear and pronounce words in different ways. All people can hear the phoneme (short) /a/ in these words 12) When pupils group these common words into three sets: easy, medium, and hard difficulty, we all agree which words are the most tricky 13) Homophones are words that have a different spelling and sometimes the same meaning 14) Words that are near homophones cause spelling confusions 15) A root word can only have the suffix -ness added or -less added, not both 16) Root words that end in 'y' with a consonant before it, need to drop 'y', add 'i' before the suffix -ly + -ness are added 17) If you can find smaller words in larger, multi-syllabic words, they are easier to spell 18) When adding the suffix -ing to a one syllable word ending in a single consonant letter, double the consonant first before adding the suffix -ing
Year 3
1) When adding a suffix -ly there are no changes needed to the original word 2) Words can have either -tion or -sion added to them. It does not matter which 3) The apostrophe in a contracted form always represents one omitted letter

- 4) The most common contracted form is one omitted letter with one apostrophe used in its place
- 5) The least common graphemes to represent the /ei/ sounds are 'ei' 'eigh' or 'ey'
- 6) All words that include the phoneme 'ch' sounds like the 'ch' in charmed
- 7) When making a plural, just add -s, however you need to add -es after words ending in -y -s -ss -ch -sh z zz and when 'y' is replaced with 'i'
- 8) Not all words that end in -f or -fe have a letter (or letters) dropped and replaced with 'v' before adding in -es for the plural form
- 9) Un- and dis- can be used with root words to create antonyms
- 10) The meaning of re- means again and this can be useful in explaining all words that use the prefix re- attached to a whole word.
- 11) An irregular verb is a word that changes from present to past
- 12) An irregular verb is a word that changes from present to past
- 13) All compound words include silent letters
- 14) If you test your class mates on the following 20 words, they will all get the same words wrong
- 15) From the following selection 'ear', 'ight' on' 'au' 'ice'.. 'an' is the most common letter string used in the largest majority of English words
- 16) The most common word that can be found within most other words is 'on'
- 17) If you can add -ful to a root word, you can add -ly
- 18) All multisyllabic words include words with associated meanings

Year 4

- 1) The most common ending for 'shun' words is -tion
- 2) It is easier to play charades with words ending in 'gue' than 'que'
- 3) Only when the person or animal as well as he belonged item is plural then does the apostrophe go after the 's'
- 4) If a noun is plural then the apostrophe always goes after the 's'
- 5) When you add -y to a word ending in 'e' you always drop the 'e' before adding -y
- 6) The letter 'c' is most commonly pronounced as a soft 'c' as in city
- 7) All words that end in 'f' or 'fe' when pluralized drop these letters and add -ves
- 8) Words that end in a hissing/buzzing or shushing sound add -es
- 9) The prefix, sub- means 'above', super- means 'between' or 'among' and inter- means under
- 10) The prefix re-means 'again', the prefix anti- means against and the prefix auto- means self
- 11) 'aw' and 'or' sounds are most commonly represented with the spelling augh
- 12) These irregular plural forms are survivals from Old English in which the change of medial vowel indicated tense, e.g. man becomes men, mouse becomes mice, foot becomes feet
- 13) 'some' is the most common base word used in compound words
- 14) homonyms have the same spellings but can have multiple meanings
- 15) A word will never end with the letter v
- 16) A word will never end in the two letters wa and wo
- 17) the trickiest words to spell are three syllable words.
- 18) All double consonant words are animals

Year 5

- 1) Adding -ant to the end of a verb creates a noun
- 2) -able is a more common suffix than -ible
- 3) Many writers confuse it's and its
- 4) All words that start with a prefix should be hyphenated
- 5) Silent 'b' only occurs after the letter 'm' or before the letter 't'
- 6) 'ough' as a letter string has the most amount of pronunciation examples
- 7) Words that have no singular options all end in -s
- 8) Irregular plurals are those where the root word changes rather than add an -s, -es, or -ves.
- 9) The prefixes mini- and micro- are both used to indicate smallness
- 10) co- and non- prefixes are more likely to be hyphenated than mis- and ex-
- 11) Nouns and adjectives can be made into verbs by adding suffixes -ate, -en, -ify, -ise.
- 12) When adding a vowel suffix, e.g. -al. -any and -ic you drop the 'e' from the root word or change 'y' to 'i'.
- 13) The homophones that cause the most problems in this list are their/they're/there

- 14) Once a word is used in a compound, you will not find it used again in another compound word
- 15) There is commonality of meaning in words that are linked by the same root word
- 16) 'i' before 'e' except after 'c'
- 17) The most common word used for cohesion is three syllables long.
- 18) There are no mathematical related words that are one syllable

Year 6

- 1) If a suffix is added to a verb ending in 'y'. 'ure' or 'ear' then use -ance
- 2) To turn -ible and -able adjectives into adverbs, we replace the -le ending of the adjective with -ly
- 3) Hyphens can be used to clarify meaning
- 4) Contractions can be spelt by putting two words together, removing a letter or some letters and replacing them with an apostrophe
- 5) You know which suffix to use if you say it out loud. if the final sound is a vowel, then use -cial as in social. If the final sound is a consonant, then use -tial as in essential
- 6) Words that include unstressed vowels are trickier to spell because it is difficult to hear sounds included to support spelling.
- 7) Always add the suffix all -es when pluralizing words that end in the letter 'o'
- 8) Plural confusion can be created from words whose heritage is Latin. Both are considered acceptable.
- 9) Dict- is not a prefix
- 10) A prefix can be used with many different root words to influence meaning.
- 11) Some words in the English language have double sets of double consonants.
- 12) Words containing the letters 'i' and 'e' together, are always spelt 'i' before 'e' except after 'c'
- 13) These homophone pairs can be used in a sentence to show understanding
- 14) In all homonyms there is a link between the two definitions of the word
- 15) Words that sound the same with 'ce' are nouns and 'se' are verbs
- 16) Seeing the similarities and patterns within and across words improves our spelling
- 17) In some multisyllabic words there are unstressed consonants that can cause spelling problems because they are hard to hear.
- 18) The hardest words to spell are those with the most syllables