



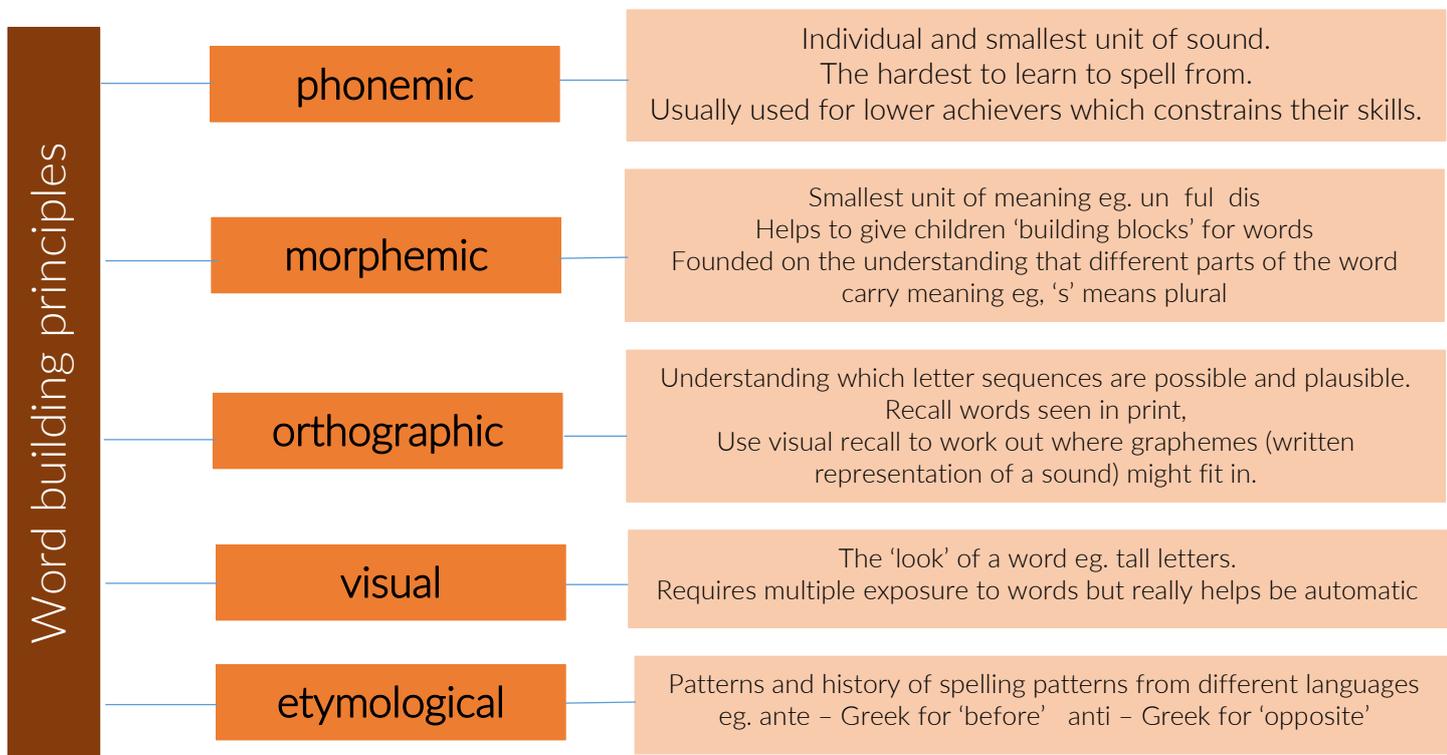
STOCKBRIDGE SPELLERS

Accurate spelling is a means to an end. A means to communicating articulately, becoming a fluent writer, having your ideas understood and should give children a thirst for knowledge as they understand the rich vocabulary we can acquire. Fluent written transcription features in the top 10 of how to ensure children are literate (Education Endowment Fund) and we have the ultimate goal that spelling should be automated unless attempting a new and challenging word. We have to lay the foundations of this at primary school, especially early on so that children can spend more time thinking about the content of their writing rather than the process of it.

This requires a large amount of practice, regularly. It is a learned skill, not an innate one.

Spelling is like mental maths and should hold the same core place in the curriculum.

At Stockbridge, the teaching of spelling looks beyond the phonics that children acquire – this is one small part of the teaching of spelling. These are the principles of spelling that need explicit teaching:



Phonemic knowledge	Morphemic knowledge	Etymological knowledge
Phonics Spelling patterns and conventions Homophones Syllables Rhymes Analogy	Root words Compound words Suffixes Prefixes	Etymology (word derivations) eg. audi relates to hearing – audible, audience, audition

What's the difference between Common Exception Words and High Frequency Words?

CEW are common words containing unusual GPC configuration eg. do, to, said. Each year group has a list of CEW. These have commonly been called 'tricky words'.

HFV is a list of the highest frequency words in children's reading and writing for their age group There is a set of 100 HFV and then another set of 200 HFV.



STOCKBRIDGE SPELLERS

Do we teach a new spelling or pattern every week?

The pace of phonics learning is fast and yes, a new sound is learned every day. Once phase 6 is complete, spelling rules, patterns and facts are developed over several weeks for one pattern or rule. This should give children enough time to learn and investigate, trial and play with the pattern, discretely at first and then automatically – the depth of learning (think SOLO!) really matters for spelling; automated spelling takes time and at each objective, we are laying foundations for the next step.

Between September and December 2020, the whole school will follow Hampshire's spelling recovery curriculum which maps out the objectives to be taught in order to catch children up with where they should have been in September if the year had gone to plan. Year R children will be assessed in the first 2 weeks and may spend longer exploring phase 1 than they may otherwise do but will definitely embark, as a whole class, on phase 2 of Letters and Sounds by the beginning of October. Pre-School children who are due to join school in September 2021, will focus on phase one of the phonics curriculum as soon as they are ready, at any point in the year.

From January 2021, we will follow the teaching pattern above from the Shakespeare & More overview at a rapid pace so that, by the end of summer 2021, children have acquired all transcription knowledge and skills for their actual year group.

Ordinarily, one S&M word list is per half term and usually has between 2 and 3 patterns or rules, giving an average of a new rule each fortnight.

What about spelling tests and lists and spelling homework?

Each child has a spelling journal. This goes between home and school and should represent their spelling journey. It is not exclusively a 'home spelling' book.

Work on rules, patterns and phonics can be done in this book and should document a multi-sensory approach to spelling. It might contain mnemonics, spelling lists, games, results of investigations etc. Children do have to learn Common Exception Words as well as phonics and spelling rules and patterns. Between September and October half term 2020, because of COVID-19 interruptions, children in Years 1-6 will learn a list of no more than 10 words, linked to learnt patterns or rules PLUS 4 CEW or HFW (depending on what fits the teaching).

From whenever is suitable, depending on children's starting points in September 2020, but no later than October 2020, we will roll out the 'Shakespeare and More' Spelling lists and use them for home learning across a term. These lists pair age appropriate spelling rules and patterns with age appropriate CEW so that the two are learnt in parallel.

We will not undertake spelling tests but will be more rigorous in the monitoring and correction of spellings in children's every day work – they have to know that it matters to spell correctly. Learned lists and tests do not support this at all. There is a place however for low stakes testing as a quick check to see how children are embedding this knowledge of a particular pattern or rule. They can be done in 10 minutes and scores are used to inform formative assessment rather than a marker before children can 'move up'.



STOCKBRIDGE SPELLERS

What about how and when we teach spelling?

The teaching of spelling should be explicit and discrete when applied to new rules and new learning but should then, after the initial teaching, be drip fed into the child's day to day learning experiences. At Stockbridge it's expected that we as adults, pick up on spelling errors and patterns across the curriculum. Children should see that spelling matters in EVERY subject.

Discrete spelling teaching should be daily with greater weight given in the early years to 20 mins phonics sessions which is then balanced out in middle and upper school by discrete teaching which is 20mins and no longer to introduce and investigate a new spelling rule or pattern or piece of knowledge and this then becomes 10min short, sharp sessions. It should be at least 4 times a week.

For phonics teaching, the revisit, teach, practice, apply method should be used and this can be mirrored in Years 2 & 3 when initially learning a new pattern or rule as the focus shifts from phonemic spelling to the other principles.

Spellers transition through 4 stages of spelling¹ and at Stockbridge, this links with progression through the spelling scheme as follows:

Semi-phonetic spellers	Phonetic spellers	Transitional spellers	Independent spellers	
<ul style="list-style-type: none"> Developing understanding of GPCs and attempt to use them Use most obvious phonemes Whole word with 2 or 3 letters mostly consonants 	<ul style="list-style-type: none"> Choose GPCs on the basis of the sound of a word rather than conventional spelling patters Represent phonemes in a word Write as they speak eg <i>fink for think</i> Alternative graphemes insecure 	<ul style="list-style-type: none"> Move from sounds to structures Use graphemes to represent all consonant and vowel phonemes in all syllables eg. <i>castel for castle</i> Growing bank of known words Beg to use other strategies eg letter patterns, strings, silent letters 	<ul style="list-style-type: none"> Aware of the many patterns and rules of English spelling incl. uncommon patterns and irregular spellings Generalise and apply to unfamiliar words Use prefixes and suffixes Use a range of strategies Aware when a word doesn't look right Have a large bank of accurate known words 	
Summer term pre-school Year R			Year 6	
Letters & Sounds phase 1	Letters & sounds phases 2, 3 & 4	Letters & sounds phase 5 & 6 + prefix un + compound words	Letters & sounds phase 6 + Support for spelling Y2	Follow support for spelling for each year group each term. INSIGHT tracking denotes NC objectives split into single year group objectives which build on each other rather than the mixed year group objectives in the NC.

¹ Improving spelling; strategies for raising standards in spelling by Ros Ferrara
 Stockbridge spellers Aug 2020



STOCKBRIDGE SPELLERS

Wordlists 1 - 6 (Year 1)	Sounds/Spelling Rules
List 1	Vowel digraphs and trigraphs: ay oy oi ee a-e Common exception words
List 2	Vowel digraphs and trigraphs: oo oa oe ou The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Common exception words
List 3	Vowel digraphs and trigraphs: ar ir ur ow ue, ew Common exception words
List 4	Vowel digraphs and trigraphs: or ore aw air ear are Common exception words and awareness of compound words
List 5	Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh -tch Common exception words and awareness of compound words
List 6	The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word New consonant spellings: wh and ph Words ending -y (/i:/ or /ɪ/) Common exception words
Wordlists 7 - 12 (Year 2)	Sounds/Spelling Rules
List 7	The /d, ʒ/ sound spelt as ge and ge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words Common exception words
List 8	The /ə, ɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it.

	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Common exception words
List 9	The /ɪ/ sound spelt vx at the beginning of words The /l/ or /ə/ sound spelt -le at the end of words The /l/ or /ə/ sound spelt -el at the end of words The /l/ or /ə/ sound spelt -al at the end of words Words ending -il The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o Common exception words
List 10	The /i:/ sound spelt -ex The /v/ sound spelt a after w and qu The /ɔ:/ sound spelt a after w The /z/ sound spelt s Homophones and near-homophones Common exception words
List 11	Words ending in -tion Homophones and near-homophones Common exception words
List 12	The possessive apostrophe (singular nouns) Contractions Homophones and near-homophones Common exception words
Wordlists 13 - 18 (Year 3)	Sounds/Spelling Rules
List 13	Possessive apostrophe with singular and plural words Homophones and near-homophones Common exception words
List 14	Homophones and near-homophones Common exception words
List 15	The suffix -ly Homophones and near-homophones Common exception words
List 16	The /ʌ/ sound spelt ou More prefixes Homophones and near-homophones Common exception words
List 17	Words with endings sounding like /ʒə/ or /təʒ/ Words with the /e, ɪ/ sound spelt ei, eish, or ex Adding suffixes beginning with vowel letters to words of more than one syllable Homophones and near-homophones

List 18	Common exception words Adding suffixes beginning with vowel letters to words of more than one syllable More prefixes Homophones and near-homophones Common exception words
Wordlists 19 - 24 (Year 4)	Sounds/Spelling Rules
List 19	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion and -cian Common exception words
List 20	The suffixes -ation and -sion Common exception words
List 21	The suffix -ous Common exception words
List 22	More prefixes Common exception words
List 23	The /i/ sound spelt y elsewhere than at the end of words More prefixes Common exception words
List 24	The suffix -ous Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue, and the /k/ sound spelt -que (French in origin) Common exception words
Wordlists 25 - 30 (Year 5)	Sounds/Spelling Rules
List 25	Words containing the letter-string ough Endings which sound like /ʃəs/, spelt -cious, or -tious Common exception words
List 26	Endings which sound like /ʃəl/ Homophones and near-homophones Common exception words
List 27	Words ending in -ant, -ance, -ancy, -ent, -ence and -ency Homophones and near-homophones Common exception words
List 28	Adding suffixes beginning with vowel letters to words ending in -far Homophones and near-homophones Common exception words
List 29	Words ending in -ible and -able Words ending in -ably and -ibly Homophones and near-homophones Common exception words
List 30	Adding suffixes beginning with vowel letters to words ending in -far Words with the /i:/ sound spelt ei after c Homophones and near-homophones Common exception words
Wordlists 31 & 32 (Year 6)	Sounds/Spelling Rules
List 31	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and near-homophones Common exception words
List 32	Homophones and near-homophones Common exception words

Brief overview of the Spelling lists to be used. Lists are saved in the **Home Spelling** folder on the server.