



Curriculum Intent

We have spell checkers on computers, predictive text on our mobile phones and abbreviations for social media and online gaming. Some in society have argued that spelling is a dying art and is becoming less and less relevant as our society becomes more technology dependent.

At St. Alban's, we strongly believe that spelling is a fundamental skill that children should be taught during their time with us. This is not because of nostalgic sentiment to how things were "when we were at school" but because of the necessity of spelling within modern society.

Reading, Writing and Communication:

It is proven that children who find spelling challenging, find writing difficult. It limits their vocabulary as they often opt for the word that is easier to spell over the word they prefer. Too much of their time and concentration is taken on how to spell words rather than the composition of the piece.

A research study by L C Ehri for the Scientific Study of Reading (Ehri, 2005) found that spelling instruction improves reading ability, as it builds a learner's knowledge of the alphabetic system as it is used in reading. Learners who feel confident with letters and word patterns are able to read and comprehend more complex texts. Reading Specialist Susan Jones, M.Ed., has researched how spelling improves reading and writing fluency and how it improves vocabulary and comprehension.

Spelling gives children the necessary language tools to better convey their own ideas through both written and verbal communication

Spelling as a life skill:

At some point, in every person's life, there will be an important moment where spelling will be incredibly beneficial to them. Whether it is a University application form, job application form, child name registration or other similar important forms.

A survey of 5,500 single people in 2018 by an online dating site found that 39% judged the suitability of candidates by their grasp of grammar over their smile, dress sense or the state of their teeth.

Spelling Overview

Spelling at St. Alban's begins once a child has successfully completed RWInc. There are two sets of words they are expected to learn: **Common Exception Words** and **Spelling Pattern Words**. The children alternate (weekly) which words they are learning. They learn Spelling Pattern words through RWInc. Spelling in one week and then Common Exception Words through the Overlearning Packs the next week.

Spelling Pattern Words

We use RWInc. Spelling to teach the spelling pattern words for children once they have completed the RWInc. Phonics Programme. By using the same company, we are ensuring a smooth transition from one scheme to the next.



RWInc. Spelling uses a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling ensures spelling success for children who are fluent readers.

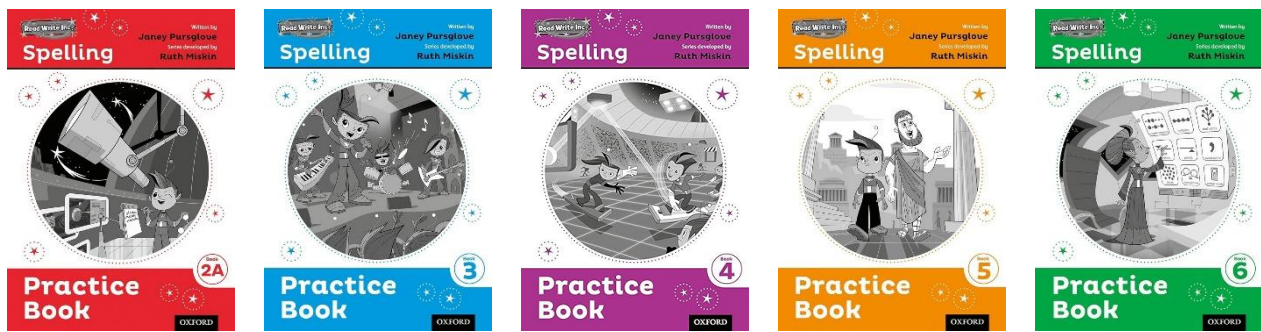
Units

These are the units that are covered within RWInc. Spelling:

<u>Y2 Units</u>	<u>Y3 Units</u>	<u>Y4 Units</u>	<u>Y5 Units</u>	<u>Y6 Units</u>
<ul style="list-style-type: none"> • or sound spelt a • Suffix -ly • Suffix -y • n sound spelt kn and gn • igh sound spelt y • Suffix -ing • j sound • o sound spelt a • suffix -ed 	<ul style="list-style-type: none"> • prefix dis- and in- • Add -im to root words beginning with m and p • Suffix -ous • Suffix -ly • Words ending -ture • Adding -ation to form nouns • c sound spelt ch • sh spelt ch • Suffix -ion • Suffix -ian • Prefix re- • Prefix anti- • Prefix super- • Prefix sub- 	<ul style="list-style-type: none"> • Prefix mis- • zhuh spelt -sure • Prefix auto- • Suffix -ly • Prefix inter- • ay sound spelt eigh, ei, ey • Words ending -ous • s sound spelt sc • Words ending zhun spelt -sion • Adding il- • c sound spelt -que • g sound spelt -gue • Adding ir- to words beginning r • Suffix -ion 	<ul style="list-style-type: none"> • Silent letter b • Words ending -ible • Words ending -able • Silent letter t • Words ending -ibly and -ably • Words ending -ent • Words ending -ence • ee sound spelt ei • Words ending -ant, -ance, -ancy • shus spelt -cious • shus spelt -tious • shul spelt -cial or -tial 	<ul style="list-style-type: none"> • Suffixes 1 • Suffixes 2 • Suffixes 3 • Suffixes 4 • Suffixes 5 • sh sound spelt ti or ci • sh sound spelt si or ssi • Silent letters • Spelling ei and ie • Words ending -able and -ible • Plural Nouns 1 • Plural Nouns 2
<u>Y2 Special Focus</u>	<u>Y3 Special Focus</u>	<u>Y4 Special Focus</u>	<u>Y5 Special Focus</u>	<u>Y6 Special Focus</u>
<ul style="list-style-type: none"> • Red Words • Homophones • Contractions • Apostrophes • u sound spelt o • or sound spelt ar after w • Possessive apostrophes 	<ul style="list-style-type: none"> • Orange Words • Homophones • Short i sound spelt y 	<ul style="list-style-type: none"> • Short u sound ou • Homophones • Possessive apostrophes with plural words 	<ul style="list-style-type: none"> • Letter string ough • Homophones • Orange words 	<ul style="list-style-type: none"> • Letter string -ough • Homophones • Orange Words • Hyphens • Common Mistakes

Activities:

Every year, we buy a brand-new booklet for every child that contain all the activities required:



RWInc. Spelling has 10 activities. These 10 activities are repeated for every unit (except the Special Focus activities) across every year group. This allows consistency and familiarity. These activities work with the online activities as well as the direct teaching from the teacher. We made the decision to not include "Log and Learn" as we only send Unit Spelling Words home.

Speed spell

Write the **Speed spell** words.

a _____ b _____ c _____
d _____ e _____ f _____

Circle any errors. Write the corrected spellings in your Log Book.

Speed Spell

This is a quick 6-word test (words from previous RWInc. unit). Words are checked afterwards.

Spelling zone

1 Read the rule with your partner.

If a word ends in a short vowel sound (a, e, i, o, u) + a consonant, we **double** the consonant before adding the suffix **-ing**.

2 Complete the tables by adding **-ing** to the other root words.

put	putting	trip	
knot		nod	
drum		clap	

Tip: Never double the letters **w** or **x**.

3 Circle the two words below that need to be changed before adding **-ing** because they end in a short vowel and a consonant.

drop rain shock jump bat shout

Spelling Zone

This is the introductory activity to the new spelling pattern. There is usually a lot of paired work in here.

Dots and dashes

Dot and dash the graphemes in the words. Write the number of sounds.

stop	4	slip		nod	
trot		flap		prod	
shop		grip		begin	
grab		chat		drop	
split		shrug		run	



Dots & Dashes

In this activity, children are required to break the words down into their sounds:

Single letter phoneme = dot

Digraph = line

Split digraph = dot and curve

Word changers



Complete the table.

root word	root word + suffix -ing
prod	prodding
begin	
spin	
nod	
shrug	
drop	
skip	
run	



Word Changers

In this activity, children add prefixes and/ or suffixes to root words.

Dictation

Take turns to read aloud one of the dictation sentences from Unit 8, p.55 (Partner 1) and p.56 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

1 _____

2 _____

Dictation

This is a paired activity. In the back of each book are dictation sentences for each child to read to their partner. They then spell check every word in the sentence and check for punctuation too.

Four-in-a-row

Choose a word from **Dots and dashes** or **Word changers** and say it to your partner. Ask them to write it down. Circle any wrong letters. If the word is right, tick a shape in your partner's book. Can you both spell four in a row correctly?



Four-in-a-row

In this activity, children choose a word for their partner to spell. If they get it correct, they get a tick. Scoring work likes a penalty shoot out but out of four.

Team teach

Now work together to play **Team teach**.

Team Teach

In this activity, children sort through the unit's word and discuss which words are the trickiest to spell. Then they develop strategies on how to spell the tricky parts.

Choose the right word



Complete the sentences using the correct word from each word family.

characters character ache aching
echoing echoed echo anchor anchored

- 1 We are all dressed up as _____ for the school play.
- 2 Which _____ would you most like to be in the story?
- 3 My tummy is _____ after eating too much pizza.
- 4 I have an _____ in my chest where the ball hit me.
- 5 Yesterday, the shouts _____ around the huge stone hall.
- 6 I like listening to the _____ of my voice.
- 7 The ship was _____ in the bay when the storm broke.
- 8 Look at the size of the cruise ship's _____!

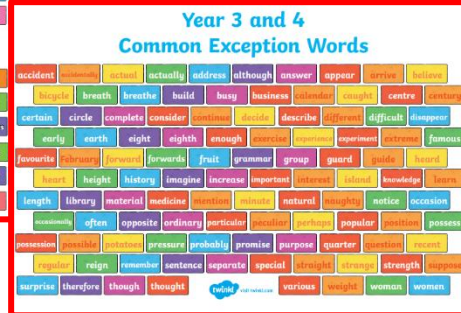


Choose the Right Word

In this activity, children are given the word list and must decide which word fits each given sentence.

Common Exception Words

Common exception words, sometimes called "Tricky Words, Red Words or Statutory Words" are words that are not phonetically decodable or do not follow any particular pattern.



We broke these words into 31 separate units of approximately 12 words per unit using advice from the Educational Psychologist.

For each unit, we created an activity booklet which allows the children to over-learn each spelling. The activities are the same from unit 1-31 to allow for consistency across the year groups and keeping it simple for children to learn their spellings.

Unit 8	
any	these
many	once
don't	saw
because	very
walk	every
talk	find

Unit 8 - Crack the Code

a	b	c	d	e	f	g	h	i	j	k	l	m
11	20	3	7	18	13	23	21	2	18	14	9	15

n	o	p	q	r	s	t	u	v	w	x	y	z
6	17	26	10	24	5	25	19	8	4	22	1	12

11, 6, 1 = _____

18, 8, 18, 24, 1 = _____

15, 11, 6, 1 = _____

20, 18, 3, 11, 19, 5, 18 = _____

16, 11, 9, 8 = _____

25, 11, 9, 8 = _____

7, 17, 6, 25 = _____

8, 18, 28, 1 = _____

13, 2, 6, 7 = _____

25, 21, 18, 5, 18 = _____

5, 11, 16 = _____

17, 6, 3, 18 = _____

Unit 8 - Word search

How many words can you find

w	a	l	k	m	a	n	y	a
s	t	h	e	s	e	s	a	w
l	o	w	l	o	n	c	e	l
k	w	a	l	k	l	k	l	s
t	h	e	s	e	f	i	n	d
y	v	v	e	r	y	s	e	s
e	v	e	r	y	a	s	a	w
e	y	s	a	w	w	k	l	s
o	n	c	e	a	d	o	n	t
w	o	a	e	o	b	a	n	y
d	v	e	c	a	u	s	e	b
e	b	e	r	y	k	y	b	w
v	e	r	y	s	f	i	n	d
d	o	n	t	w	c	a	n	y
m	a	n	y	v	t	a	l	k
b	e	c	a	u	s	e	n	y

Unit 8 - Find the Words

these	h	t	h	e	s	e	e	h	t	h	e	s	e	s	t	h	e	s		
any	a	n	y	n	a	n	y	a	n	y	a	n	y	a	n	y	a	n	y	
many	m	n	y	m	a	n	y	m	a	m	m	a	n	y	y					
don't	d	'	o	n	t	d	'	o	n	t	d	'	o	n	t	d	'	o	n	t
saw	w	s	a	w	w	s	w	s	a	w	a	s	a	w	w	s				
very	y	v	e	r	y	v	e	r	y	y	v	e	r	y	e	v	e			
once	n	o	n	c	e	n	o	n	c	e	n	o	n	c	e	o	n	c	e	
every	e	v	e	r	y	e	v	e	r	y	e	v	e	r	y	e	v	e	r	y
talk	t	a	k	t	a	k	k	t	a	k	t	i	a	t	a	k				
find	f	i	n	d	i	f	i	n	d	d	f	i	n	d	f	i	n	d	f	
because	b	e	c	a	u	s	e	p	e	b	e	c	a	u	s	e	d			
walk	a	l	w	a	k	w	i	a	w	a	k	i	w	a	k					

Children use the code to work out the unit word.

Children find the unit words in a word search.

Children find the unit words within a string of letter.

Unit 8 - Find the Words (Tricky)



these	t h e s e e e t h e s e s t h e
any	Y A N N A N Y Y A N Y N A N Y
many	m a n y y m a n y a m a n y m a
don't	d o n ' t t d n ' d o n ' t t d d o n ' t d d o
saw	W A S A W W S S A W S S A W A S A
very	y v e r y y v v e r y y r v e r y e v e
once	O N C E E O C O N C E O O N C E
every	y e v e r y e e v e r y y e e v e
talk	T A T A L K K T A L K A T A L K L T A L K
find	f i n d d f i n d f f i n d n n f i n d f f i n d d f i
because	b e c a u s e p b e c a u s e e b e c a u s e
walk	a w a l k w w a l k i w a l k i w a l

Unit 8 - Colour the Correct Word

talk	find	manny	these
veary	any	saw	because
many	every	don't	walk
everyy	because	these	very
wonce	finnd	onc	cees
walk	dont	many	once
varry	talc	evarte	talk
don't	any	theese	every
becos	saw	walk	because
once	very	man'ee	find

Unit 8 - All in a Muddle

kalw		ALKT	
nay		on'td	
noec		difu	
seebcua		ryev	
ifnd		cone	
wsa		YAN	
anym		LAKW	
evyr		revye	
tehse		AWs	
lakt		ESCElBA	
yrvee		seeth	
odt'n		YMAN	

Children find the unit words within a string of letters in challenging fonts.

Children highlight the correctly spelled unit words.

Children unjumble the unit words.

Unit 8 - Practice the Word

Say the word	Trace over the word saying the letter names	Write it with your eyes open	Write it with your eyes close	Write it again saying the letter names
walk	walk			
talk	talk			
don't	don't			
because	because			
once	once			
saw	saw			
these	these			
very	very			
find	find			
every	every			
any	any			
many	many			

Unit 8 - Match the Words

don't	MANY	THESE
because	walk	SAW
any	once	MANY
many	talk	DON'T
these	very	BECAUSE
walk	any	TALK
find	don't	ONCE
talk	every	FIND
once	because	ANY
saw	these	EVERY
very	saw	WALK
every	find	VERY

Unit 8 - Word Shapes

walk	saw	any	every	because	very
many	talk	don't	find	these	once



Children practice writing the unit word in various ways.

Children match the unit words to each other.

Children fill in the boxes to match the unit words.

Unit 8 - Story

Every day when Tara woke up, she got out of bed stretched her arms into the air and yawned. She looked out of her window. It was a bright day and the sun was high in the sky. "What a good day," she said to herself. "I think I will go for a very long walk."



Once she was dressed, she packed some lunch and water into her bag and set off. As she walked down the road, with a spring in her step, she saw Bob waiting at the bus stop. She stopped to talk to him. Before long she was on her way again. She crossed the river and soon found herself by the side of the deep dark woods. "I don't think I should go in there because I might get lost," she said with a shudder. Tara had never been in the woods before. "Maybe I will find some flowers for my mum."

She walked deeper and deeper into the woods and saw many flowers. "These flowers will be perfect for my mum!" she cried with glee. She bent down and picked some of the blue flowers to take home with her. Tara was very thirsty, so she drank all her water. She did not have any left. It was time to go home. She skipped along the path and sang a little song. She was glad she had visited the woods.



Unit 8 - Story Questions

1) Unscramble the unit 8 words:

eeeth: _____

eyrv: _____

eebcas: _____

2) Find the unit 8 hidden words in the mini word search:

many any walk talk saw once

m	a	n	y	o	t
p	y	r	e	s	a
o	w	a	k	i	
n	v	a	n	y	q
c	e	a	n	y	q
e	m	z	s	a	w

3) Highlight all the unit 8 words in the story.

Challenge:

How many times has "many" been used.

Children read the text to see the unit words in context and then answers questions linked to the unit words.

Aim

- Children do not reach year six with gaps in their spelling, especially commonly used words from early units, e.g. said.
- Children are given time to practice spellings at the unit they are currently on.

As long as these two aims are being achieved, teachers are free to administer the spelling unit booklets in a way that best fits their class.

Spelling within Pathways

The unit spelling booklet enables children to work on words that are bespoke to them. To ensure children encounter cohort specific words, we have mapped all of the statutory words to each of the Pathways units.

These words are shared with the children and teachers model how to incorporate them within their writing throughout the Pathways Unit.

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
Y1	<ul style="list-style-type: none"> the a do to 	<ul style="list-style-type: none"> I of are was 	<ul style="list-style-type: none"> today said says are 	<ul style="list-style-type: none"> were was is from 	<ul style="list-style-type: none"> his has you your 	<ul style="list-style-type: none"> they be he me 	<ul style="list-style-type: none"> she we no go 	<ul style="list-style-type: none"> so by my here 	<ul style="list-style-type: none"> there where love come 	<ul style="list-style-type: none"> some one once ask 	<ul style="list-style-type: none"> friend school put push 	<ul style="list-style-type: none"> pull full house our
Y2	<ul style="list-style-type: none"> would every who both most parents because 	<ul style="list-style-type: none"> behind every 	<ul style="list-style-type: none"> find mind last eye halfway old kind 	<ul style="list-style-type: none"> would again Christmas because father only parents 	<ul style="list-style-type: none"> everywhere breaking great would beautiful last should 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> many even eye whole past would floor 	<ul style="list-style-type: none"> fast hour hold after class could 	<ul style="list-style-type: none"> last behind path door child old 	<ul style="list-style-type: none"> could eye(s) find wild plant 	<ul style="list-style-type: none"> who told sure eye(s) because people 	<ul style="list-style-type: none"> old prove could should(n't) great again
Y3	<ul style="list-style-type: none"> experience extreme heard often recent strength through difficult length 		<ul style="list-style-type: none"> answer February grammar possible thought surprise believe promise potatoes 		<ul style="list-style-type: none"> actual calendar describe eight forward fruit suppose purpose position 		<ul style="list-style-type: none"> enough guide heart question sentence separate therefore various potatoes 		<ul style="list-style-type: none"> bicycle eight experiment regular straight mention minute quarter though although 		<ul style="list-style-type: none"> address reign exercise height library medicine opposite particular pressure 	
Y4	<ul style="list-style-type: none"> arrive busy certain ordinary peculiar strange remember weight occasionally 		<ul style="list-style-type: none"> appear disappear famous favourite imagine material occasion popular special 		<ul style="list-style-type: none"> accident century continue earth history perhaps probably woman women 		<ul style="list-style-type: none"> build centre circle decide different early group island natural 		<ul style="list-style-type: none"> actually caught business complete consider guard increase important notice 		<ul style="list-style-type: none"> accidentally breath breathe interest knowledge learn naughty possess possession 	
Y5	<ul style="list-style-type: none"> achieve bruise curiosity desperate disastrous embarrass temperature opportunity immediately 		<ul style="list-style-type: none"> ancient accompany aggressive community conscience familiar mischievous nuisance dictionary 		<ul style="list-style-type: none"> category definite excellent interrupt privilege twelfth available average convenience 		<ul style="list-style-type: none"> according amateur develop forty frequently government system vehicle restaurant 		<ul style="list-style-type: none"> awkward competition correspond criticise guarantee pronunciation secretary signature vegetable 		<ul style="list-style-type: none"> especially harass hindrance individual necessary nuisance bargain shoulder 	
Y6	<ul style="list-style-type: none"> neighbour occupy prejudice sacrifice soldier symbol queue recognise cemetery 		<ul style="list-style-type: none"> communicate controversy exaggerate hindrance persuade parliament sincerely interfere committee 		<ul style="list-style-type: none"> ancient awkward harass hindrance nuisance privilege vegetable stomach rhyme rhythm 		<ul style="list-style-type: none"> accommodate apparent environment existence explanation physical variety thorough relevant 		<ul style="list-style-type: none"> equipment foreign muscle yacht amateur sufficient programme determined conscious 		<ul style="list-style-type: none"> appreciate attached language leisure lightning marvellous profession recommend suggest 	

Assessment

- Each child should be assessed every few weeks – assessment can happen during spelling lessons if other children are working on unit booklet.
- Words go home to practice (Spelling Shed)
- Once a term, the teacher will have a retrieval session where the children are tested on words from previous units that they initially struggled with.
- Every class in KS2 should have a common exception spelling assessment folder.
- Every pupil should have a common exception spelling assessment booklet (unit 1-32).
- A new booklet is issued at the beginning of every year. The old data does not need to be copied onto the new booklet:
- Pick up from where the pupil left off (PF will have assessment data).
- Grey out previously successful units.
- The children will have a copy of their spelling targets.
- Every time a child is assessed, a correct spelling should be given a tick whereas an error should be highlighted.
- Once a child has one test where they achieve 12/12, they move onto the next unit.

Name:					
Date					
	R/S	R/S	R/S	R/S	R/S
Unit 4					
come					
some					
where					
over					
she					
after					
what					
why					
old					
two					
who					
when					

A SAT-Style spelling assessment has been created for each of the spelling units:

Unit 8

Unit 8 - Assessment Sentences

1. I went for a ____ with my mother and father.
2. You ____ have any sweets left.
3. Help me to ____ my coat.
4. ____ I saw a ____ big bird in my garden.
5. ____ time I talk my throat hurts.
6. ____ socks have holes in them.
7. I like to play on the swing ____ it is fun.
8. How ____ ducks are in that pond?
9. ____ down that hill ____ it's very steep.
10. Piper could not find ____ fish in the pond.



We have invested in an online resource called Spelling Shed. Children can access the 31 units online at any time. Teacher can monitor their progress and how often they are using it.

Spelling Shed

Spelling Dictionaries

- Every child has their own personal spelling dictionary. It began blank, is in alphabetical order and has one page per letter.
- Only the teacher or TA should add words to this dictionary to ensure the correct spelling.
- Only high frequency or common exception words that the teacher feels the child "should" know are entered into the dictionary.

