**St Austin’s R.C. Primary School**

**Curriculum Rationale**

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| **Curriculum Area:** | **Spelling** |
| **Leader:** | **Helen Duvall** |
| **E.Y.F.S.** | Teachers in the EYFS focus firstly on children recognising initial sounds through the teaching of Read Write Inc. Pupils are then taught to blend, starting with CVC words. They begin to write these words with adult help and, eventually, independently through teacher led sessions and during continuous provision. |
| **KS1 provision:** | Teachers use a combination of the Nelson Spelling scheme of work and Read Write Inc, to teach children the following spelling patterns:  Year 1:   * Revision work from Reception * The sounds of f, l, s, z and k spelt ff, ll, ss, zz, and ck * The n sound spelt kn * Division of words into syllables * ‘tch’ * The v sound at the end of words * Adding s and es to make plurals * Adding ing, ed, and er to the end of verbs without changing the root word * Adding er and est to the end of adjectives without changing the root word * Vowel digraphs and trigraphs * Consonant spellings ph and wh * Words ending in y * Adding the prefix un * Compound words * Ai, oi, ay, oy * Split digraphs such as a-e, i-e * ar, ee, ea (ee), ea (e), er (stressed and unstressed), ir, ur, oo (oo sound and u sound), oa, oe, ou, ow (ou), ow (o), ue, ew, ie (I and ee sound) igh, or, ore, aw, au, air, ear, are (er sound) * Year 1 and 2 Common Exception words   Year 2:   * Revision of work from Year 1 * The dg sound spelt as ge and dge at the end of words * The s sound spelt c before e, i, and y * The n sound spelt kn and (less often) gn at the beginning of words * The r sound spelt wr at the beginning of words * The l or el sound spelt –le at the end of words * The l or el sound spelt –al at the end of words * Words ending in il * The i sound spelt –y at the end of words * Adding –es to nouns and verbs end ing in –y * Adding ed, ing, er, and est to a root word ending in –y with a consonant before it * Adding ed, ing, er, est and y to one syllable words ending in a single consonant letter after a single vowel letter * The or sound spelt a before l and ll * The us spelt o * The ee sound spelt ey * The o sound after w and q * The er sound spelt or after w * The or sound spelt ar after w * The sh sound spelt s * Suffixes ment, ness, ful, less, ly * Contractions * Possessive apostrophe (singular nouns) * Words ending in tion * Homophones and near homophones * Year 1 and 2 Common Exception words   Spelling ages are tested and analysed each term so that teachers can focus on misconceptions. |
| **KS2 provision:** | Teachers use the Nelson spelling scheme of work to teach children the following spelling patterns:  Year 3 & 4:   * Revision work from Years 1 & 2 * Adding suffixes beginning with vowels to multi-syllable words * The i sound spelt y other than at the end of words * The u sound spelt ou * Extending prefixes: in, im, ir, il, un, dis, mis, re, sub, inter, super, anti, auto * The suffix –ation * The suffix –ly * Endings which sound like sher spelt –sure, and cher spelt –ture * The suffix –ous * Endings which sound like shun spelt –tion, sion, ssion, -cian * Works with the k sound spelt ch * Words with the sh sound spelt ch * Words ending with the g sound spelt gue * Words ending in the k sound spelt que * Words with the s sound spelt sc * Words with the si sound spelt ei, eigh, or ey * Possessive apostrophe with plural words * Homophones or near homophones * Year 3 and 4 Statutory Word List   Year 5 & 6:   * Revision work from previous years * Endings which sound like shus spelt –cious, or –tious * Endings which sound like shal spelt –tial, -cial * Words ending in –ant, -ance/-ancy, -ent, -ence/-ency * Words ending in –able, and –ible * Words ending in –ably and –ibly * Adding suffixes beginning with vowel letters to words ending in –fer * Use of the hyphen * Words with the ee sound spelt ei after c * Words containing the letter string ough * Words with silent letters (ie words whose presence cannot be predicted from the pronunciation of the word) * Homophones and other words that are often confused * Year 5 and 6 Statutory Word List   Spelling ages are tested and analysed each term so that teachers can focus on misconceptions. Differentiated spellings are given to children weekly to learn.  The Fresh Start, Beat Dyslexia and Nessie programs are used as intervention programs where needed. |
| **Rationale:** | The ability to express oneself clearly in the written word is an essential skill that all children require. Spelling correctly is a vital part of this.  The teaching of spelling is built upon year by year, but most importantly revised so that the children’s learning is embedded.  Although the testing of spelling is used as a tool to assess, the teaching of spelling patterns is essential. Each year group sets aside individual lessons for the teaching of spellings.  The written word allows our children to express themselves and provides them with the greatest opportunities as they progress with their education. |