

Lingfield Education Trust

Spelling Curriculum

Overview 



LET Spelling Curriculum

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Curriculum Intent

Background

Due to the rich and diverse nature of the English language, which has been influenced by various linguistic sources over the centuries, it has one of the most complex alphabetic codes in the world. This complexity makes the process of acquiring spelling proficiency incredibly challenging. The Lingfield Education Trust Spelling Curriculum, guided by the National Curriculum of 2014, was created in recognition of these challenges alongside acknowledgement of the pivotal role spelling plays in facilitating effective written communication, supporting language development and ensuring academic success. It aims to draw on research into effective teaching practices and incorporates explicit teaching and systematic practice to ensure that our children are equipped with the tools to encode words accurately.

Aims

Equip children with the knowledge necessary to become confident, proficient and resilient spellers, capable of accurately applying phonics principles and spelling patterns to encode words at the point of writing and across a wide range of contexts.

Provide consistency and progression in the explicit teaching of spelling, providing opportunities for regular practice through a range of well-planned activities and for purposeful feedback from highly-skilled practitioners.

Develop children's knowledge of morphology (the form of words) and etymology (the origins of words), learning how these can help them to spell words they have not yet been taught and understand relationships between words.

Provide opportunities for children to consciously retrieve previously-taught patterns and spelling strategies and embed these in their long-term memories through repeated exposure and consolidation of spelling patterns.

Build children's spelling fluency, helping spelling to become automatic and freeing up children's cognitive resources when writing independently through equipping them to navigate the complexities of spelling with confidence and enthusiasm.

Curriculum Implementation

Teaching

Spelling patterns are explicitly taught as part of the LET Spelling Curriculum. The aim is that children are not simply tested, but that they actively receive teaching that helps them to build a secure knowledge of a range of **spelling patterns**.

The programme uses **phonics** as a foundation for effective spelling, encouraging children to use their phonic knowledge throughout the school. Children learn to **segment** words into their component sounds. They also learn about the frequency of particular graphemes, the position of these within words and the relationships between graphemes that can affect which grapheme is chosen.

As the English language is **morphophonemic**, the LET Spelling Curriculum also draws upon the study of **morphology**, learning how the meaning of word parts also affects spellings. Children learn about prefixes, suffixes and root words to help to understand the reasons behind the application of specific spelling patterns. Attention is drawn to shared morphemes in words and children learn how to add morphemes to words to make related new words. Spelling instruction is also combined with vocabulary development through the study of **etymology**, linking spelling to meaning through looking at the origins of words.

Children learn that words comprise of separate **syllables** and that within each syllable, **phonic** and **morphological** knowledge can be used to spell. They learn to **chunk** words into their syllables before spelling.

Teaching

When children learn a spelling pattern, it is important that they understand that this pattern can be **applied** to a range of words. Through class discussion and the activities provided, they learn to apply the spelling pattern to different words.

Teaching makes use of **analogy**, linking words to other known words. Statutory words are grouped by useful spelling similarities that help children to make links and are also taught through weeks focusing on spelling patterns where possible.

In order to anticipate common errors and teach the spelling patterns for more challenging words, the **tricky parts** of words are looked at, particularly when focusing on the statutory word lists. These words often include grapheme-phoneme correspondences that have not yet been taught or are applicable in very few age-appropriate words.

The programme also allows children to make links between **decoding** and **encoding** through a range of different activities which allow for reading and spelling, including dictation.

Year Group Expectations

The year group expectations on the following pages draw on the National Curriculum for English, Appendix 1. Children cover spelling patterns from their current year group and are given the opportunity to recap, practise and recall spelling patterns that they have already learnt, applying these to new words within and across year groups.

Each half term, the children spend a week focusing on the statutory words that link to their year group from the National Curriculum. These also align to the phonics programme in Year 1. These words are then threaded through each week in the following half term. Where applicable, these are linked to the spelling patterns that have been taught.

Where spelling patterns are recapped, children learn how to apply these to more complex words.

Some areas of the National Curriculum are covered within English lessons. These may be areas that are applicable to a piece of writing (for example adding the suffix –ed when learning about the past tense) or areas that have more of a grammatical purpose (e.g. apostrophes for contraction and hyphens). These are demarcated on the individual year group expectation overviews.

Year Group Expectations

Year Group Expectations

Year 1

Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Tricky words: is, his, as, has, I, the, and, so, go, no The sounds /f/, /l/, /s/ and /z/ spelt ff, ll, ss and zz The sound /ck/ spelt as k and ck The /ŋ/ sound spelt ng and nk Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs) The stressed and unstressed sound /er/ (Y1 word: her) The sound /ar/ spelt as the digraph ar Tricky words: her, to, into, do, of, she, he, we, me, be 	<ol style="list-style-type: none"> The sound /ai/ spelt as the digraphs ai and ay The sound /oi/ spelt as the digraphs oi and oy The sound /ee/ spelt as the digraphs ee and ea The sound /ur/ spelt as the digraphs ur and ir Adding the suffix -ing where no change to the root word is needed Adding the suffix -ed making the sound /ɪd/ (extra syllable) where no change to the root word is needed Tricky words: was, you, they, my, by, all, are, sure, pure, said 	<ol style="list-style-type: none"> Adding the suffix -ed making the sounds /d/ or /t/ where no change to the root word is needed The sound /igh/ spelt as the trigraph igh and the digraph ie The sound /ow/ spelt as the digraph ou and ow (Y1 word: out) The sound /oa/ spelt as the digraphs ow, oa and oe Tricky words: have, like, were, here, says, there, today, your, our, out
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> The sound /e/ spelt as the digraph ea The sound /or/ spelt as the digraph or and the trigraph oor The sound /or/ spelt as the digraphs aw and au The sounds /oo/ and /yoo/ spelt as ue and ew The sounds /oo/ and /u/ spelt as the digraph oo Tricky Words: when, what, where, one, some, come, love, little, house, mouse 	<ol style="list-style-type: none"> The sound /ai/ spelt as the split digraph a-e and the sound /ee/ spelt as the split digraph e-e The sound /igh/ spelt as the split digraph i-e and the sound /oa/ spelt as the split digraph o-e The sounds /oo/ and /yoo/ spelt as the split digraph u-e The sounds /igh/ and /ee/ spelt as y at the end of a word Words with unstressed vowels Tricky words: once, want, their, any, many, again, who, whole, school, friend 	<ol style="list-style-type: none"> The sound /ch/ spelt as tch The /v/ sound at the end of words The trigraphs ear and air The sound /air/ spelt as the trigraphs ear and are Adding the suffix -er to make a noun where no change to the root word is needed Adding the suffixes -er and -est where no change to the root word is needed The sound /f/ spelt as ph and the sound /w/ spelt as wh (Y1 words: when, where)

Compound words and syllables are taught throughout the year within spelling sessions. Adding the prefix un- should be taught separately through English lessons. Adding suffixes should also be introduced or revisited through English lessons.

Year Group Expectations

Year 2

Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap tricky words: <i>here, there, where, were, your, they, our, said, was, once</i> Recap: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck Recap: The sound /ch/ spelt as tch Recap: The /v/ sound at the end of words Recap: Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs) Recap: The sound /f/ spelt as ph and the sound /w/ spelt as wh Recap: Adding the suffix -ed making the sounds /d/ (extra syllable), /d/ or /t/ where no change is needed to the root word Tricky words: <i>Christmas, because, find, kind, mind, behind, child (children), wild, climb</i> 	<ol style="list-style-type: none"> The /dʒ/ sound spelt as j or g The /dʒ/ sound spelt as dge or ge Recap: The sound /ck/ spelt as k The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words Homophones and near-homophones: <i>there/their/they're, here/hear, one/won, to/too/two, be/bee</i> Tricky words: <i>most, only, both, old, cold, gold, hold, told, door, floor, poor</i> 	<ol style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le or -el at the end of words The /l/ or /əl/ sound spelt -al or -il at the end of words Recap: The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Tricky words: <i>every, everybody, even, great, break, steak, pretty, beautiful, sure, sugar</i>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Adding -ed, and -ing to a root word ending in -y with a consonant before it Adding -er and -est to a root word ending in -y with a consonant before it Adding the endings -ing and -ed to words ending in -e with a consonant before it Adding the endings -er, and -est to words ending in -e with a consonant before it Tricky words: <i>hour, move, prove, improve, eye, could, should, would, who, whole</i> 	<ol style="list-style-type: none"> The suffixes -ment and -ness The suffixes -ful, -less, -ly Adding -ing, -ed to words of one syllable ending in a single consonant letter after a single vowel letter Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll Tricky words: <i>any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents</i> 	<ol style="list-style-type: none"> The /ʌ/ sound spelt o The /i:/ sound spelt -ey The /ɜ:/ sound spelt or after w and the /ɔ:/ sound spelt ar after w The /ɒ/ sound spelt a after w and qu The /ʒ/ sound spelt s (si or su if following Little Wandle) Words ending in -tion (The /ʃ/ sound spelt as ti (before on) if following Little Wandle) Homophones and near-homophones: <i>quite/quiet, see/sea, bare/bear, sun/son, blue/blew, night/knight</i>

Contractions and the possessive apostrophe should be taught through English lessons.

Year Group Expectations

Year 3

Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap Year 2 tricky words: <i>because, every, beautiful, should, would, could, who, any, people, again, was, pretty</i> The /ʌ/ sound spelt ou (Y3/4 words: <i>enough</i>) The /eɪ/ sound spelt ei and eigh (Y3/4 words: <i>reign, eight, eighth, weight</i>) The /eɪ/ sound spelt ey The /ɜθ/ sound spelt -sure The /tʃə/ sound spelt -ture The /tʃə/ sound spelt -(t)ch and an er ending Year 3/4 words: <i>enough, reign, eight, eighth, weight, caught, naughty, address, appear, heart</i> 	<ol style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of words (Y3/4 words: <i>bicycle</i>) Recap: Adding suffixes -ed, -ing and -er to a root word ending in -y with a consonant before it Recap: Adding suffixes -ed, -ing and -er to a root w ending in -e with a consonant before it Recap: Adding suffixes -ed, -ing and -er to words of one syllable ending in a single consonant letter after a single vowel letter Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable) Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable) Year 3/4 words: <i>accident, (accidental), actual, height, possible, quarter, consider, answer, remember, bicycle</i> 	<ol style="list-style-type: none"> Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: <i>accidentally, actually, naturally</i>) Recap: Adding -ly to a root word ending in -y Adding -ly to a root word ending in -le (Y3/4 words: <i>probably, possibly</i>) Adding -ly to a root word ending in -ic Adding -ly to a root word (exceptions) Year 3/4 words: <i>early, earth, heard, learn, build, believe, accidentally, actually, probably, woman, women</i>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Recap: The prefix un- The prefix re- (Y3/4 words: <i>(re)build</i>) The prefix dis- (Y3/4 words: <i>disappear (dis)believe</i>) The prefix mis- Year 3/4 words: <i>disappear, different, favourite, February, interest, library, ordinary, separate, difficult, often</i> 	<ol style="list-style-type: none"> Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: <i>bicycle, centre, century, certain, circle, decide</i>) The /s/ sound spelt sc (Latin in origin) The /k/ sound spelt ch (Greek in origin) The /ʃ/ sound spelt ch (mostly French in origin) Recap: Homophones and Near Homophones (not previously taught as homophones): <i>your, you're, which, witch, where, wear, write, right, no, know</i> Year 3/4 words: <i>centre, century, certain, circle, decide, arrive, describe, guide, surprise, straight</i> 	<ol style="list-style-type: none"> Homophones and near homophones: <i>great, grate, main, mane, missed, mist, meet, meat</i> The /g/ sound spelt -gue (French in origin) The /k/ sound spelt -que (French in origin) The prefix anti- The prefix auto- The prefix super- Homophones and near homophones: <i>ball, bawl, break, brake, male, mail, fair, fare, berry, bury</i>

The possessive apostrophe with plural words should be taught through English lessons.

Year Group Expectations

Year 4

Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap Year 3/4 words: circle, weight, different, favourite, heard, believe, describe, actually, enough, surprise Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable) Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable) The prefix in- (meaning not) The prefix in- as il- before a root word starting with l The prefix in- as im- before a root word starting with an m or p The prefix in- as ir- before a root word starting with r Year 3/4 words: important, increase, particular, peculiar, popular, regular, grammar, calendar, perhaps, therefore 	<ol style="list-style-type: none"> Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, particularly, peculiarly, regularly) Recap: Adding -ly to a root word ending in -le (Y3/4 words: probably) Recap: Adding -ly to a root word ending in -ic Adding the suffix -ation Adding the suffix -ation to root words ending in e Homophones and Near Homophones: accept, except, knot, not, peace, piece, plain, plane, weather, whether Year 3/4 words: continue, group, through, fruit, thought, although, though, material, length, strength 	<ol style="list-style-type: none"> The suffix -ous where there is and is not an obvious root word The suffix -ous where -our is changed to -or before -ous is added The suffix -ous where the root word ends in -e (including where a final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept) (Y3/4 words: famous) The suffix -ous where the /i:/ sound before the -ous ending is usually spelt as i, but sometimes as e (Y3/4 words: various) Recap: Adding suffixes to words ending in -y Year 3/4 words: famous, various, imagine, minute, natural, special, opposite, suppose, breath, breathe
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Words ending in the /ʃən/ sound spelt -tion where the root word ends in t and te Words ending in the /ʃən/ or /ʒən/ sound spelt -sion where the root word ends in d, de or -se Other words ending in the /ʒən/ sound spelt -sion (Y3/4 words: occasion) Homophones and Near Homophones: scene, seen, who's, whose, hear, here, affect, effect, groan, grown Year 3/4 words: occasion, occasionally, mention, position, question, knowledge, possess, forward, forwards, history 	<ol style="list-style-type: none"> Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -ss (Y3/4 words: possession) Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -mit Words ending in the /ʃən/ sound spelt -cian where the root word ends in -c or cs Recap: The prefixes re-, dis-, mis-, anti-, auto-, super- Homophones and Near Homophones: medal, meddle, peace, piece, rain, rein, reign, heal, heel, he'll Year 3/4 words: possession, busy, business, guard, island, promise, purpose, strange, complete, extreme 	<ol style="list-style-type: none"> Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: exercise, experience, medicine, notice, recent, sentence) The prefix inter- The prefix sub- The prefix bi- Recap: Words with the /eɪ/ sound spelt ei, eigh, or ey Homophones and Near Homophones: flour, flower, idol, idle, sight, site, band, banned, board, bored, waist, waste Year 3/4 words: exercise, experience, medicine, notice, recent, sentence, experiment, potatoes, pressure, tomorrow

The possessive apostrophe with plural words should be taught through English lessons.

Year Group Expectations

Year 5

Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Recap: Commonly Misspelled Words: <i>another, asked, beautiful, different, interesting, once, something, together, with, which</i> Recap: Homophones and Near Homophones: <i>affect, effect, accept, except, here, hear, weather, whether, who's, whose</i> Recap: Adding -es to nouns ending in -y to make a plural Recap: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Recap: Adding the endings - ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 words: <i>determined</i>) Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to a root word of more than one syllable (with a stressed final syllable) (Y5/6 words: <i>equipped</i>) Year 5/6 words: <i>according, attached, determined, equip(-ped), vehicle, muscle, language, average, dictionary, opportunity</i> 	<ol style="list-style-type: none"> Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: <i>disastrous</i>) Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: <i>mischievous, marvellous</i>) Words ending in the /ʃəs/ sound spelt -tious Words ending in the /ʃəs/ sound spelt -cious (Y5/6 words: <i>conscious</i>) Words ending in the /ʃəl/ sound spelt -cial Words ending in the /ʃəl/ sound spelt -tial Year 5/6 words: <i>conscious, disastrous, marvellous, mischievous, controversy, curiosity, forty, category, cemetery, variety, bargain</i> 	<ol style="list-style-type: none"> Words ending in -ant (Y5/6 words: <i>relevant</i>) Words ending in -ance and -ancy Words ending in the /ʃən/ sound spelt -tion with an a before (-ation) Words ending in -ent (Y5/6 words: <i>apparent, sufficient, excellent, correspondent</i>) Words ending in -ence and -ency (Y5/6 words: <i>convenience, existence, correspondence</i>) Year 5/6 words: <i>explanation, pronunciation, hindrance, nuisance, conscience, convenience, existence, relevant, sufficient, apparent, correspondence</i>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Homophones and Near Homophones (nouns and verbs): <i>advise, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</i> Words ending in -able and -ably (Y5/6 words: <i>available</i>) Words ending in -able and -ably where the 'e' from the root word remains Words ending in -ible and -ibly Year 5/6 words: <i>available, vegetable, soldier, yacht, amateur, signature, temperature, lightning, ancient, community, excellent</i> 	<ol style="list-style-type: none"> Recap: The /k/ sound spelt ch (Greek in origin) (Y5/6 words: <i>stomach</i>) Adding suffixes beginning with vowel letters (-ing, -ed, -al) to words ending in -fer where the -fer is still stressed after the suffix is added Adding suffixes beginning with vowel letters (-ing, -ed, -ence) to words ending in -fer where the -fer is not stressed after the suffix is added Words with 'silent' first letters (often uncommon digraphs) Words with 'silent' letters (uncommon digraphs) Year 5/6 words: <i>accommodate, appreciate, communicate, stomach, exaggerate, bruise, environment, equipment, government, parliament, twelfth</i> 	<ol style="list-style-type: none"> Recap: The /ʃ/ sound spelt ch (mostly French in origin) Recap: The /s/ sound spelt sc (Latin in origin) (Y5/6 words: <i>muscle</i>) Words with ie after c (Y5/6 words: <i>ancient, conscience, sufficient</i>) Words with the /i:/ sound spelt ei (including after c) Words where 'ough' makes an /or/ sound Words where 'ough' makes an /ow/, /oa/, /uɪf/, /oɪf/, /ool/ or schwa sound (Y5/6 words: <i>thorough</i>) Homophones and Near Homophones (nouns and verbs): <i>aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father</i>

Year Group Expectations

Year 6

Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Year 5/6 words: accompany, achieve, aggressive, awkward, bargain, bruise, committee, community, correspond, criticise Homophones and Near Homophones: bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past Homophones and Near Homophones: cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary Recap: The /dʒ/ sound spelt as dge Recap: Adding -ly to a root word (including ending in -al) (Y5/6 words/root words: frequently, marvellous, mischievous, thorough, physical, professional, individual, awkward) Recap: Adding -ly to a root word ending in -e and -le (Y5/6 root words: definite, desperate, immediate, sincere, aggressive) The /ʌ/ sound spelt ou Year 5/6 words: definite, desperate, especially, frequently, immediate, sincere, thorough, physical, individual, suggest 	<ol style="list-style-type: none"> Homophones and Near Homophones: affect, effect, dessert, desert, draft, draught, precede, proceed, current, currant Homophones and Near Homophones: coarse, course, peace, piece, council, counsel, led, lead, profit, prophet Recap: Adding -ed, -ing, -er, -est and -ly to a root word ending in -y with a consonant before it (Y5/6 root words: necessary, occupy, accompany) Recap: Adding the endings -ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 root words: achieve, persuade, privilege, recognise, sacrifice, interfere) Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter and a root word of more than one syllable (with a stressed final syllable) (Y5/6 root words: occur) Recap: The /ɪ/ sound spelt y elsewhere than at the end of words (Y5/6 words: physical, rhythm, symbol, system) Year 5/6 words: develop, embarrass, necessary, occupy, persuade, privilege, recognise, sacrifice, interfere, occur 	<ol style="list-style-type: none"> Recap: The /tʃə/ sound spelt -ture and the /ʒə/ sound spelt -sure (Y5/6 root words: leisure) Recap: Words ending in the /ʃən/ sound spelt -tion or -cian (Y5/6 root words: competition) Recap: Words ending in the /ʃən/ sound spelt -sion or -ssion (Y5/6 root words: profession) Recap: Words ending in the /ʃəs/ sound spelt -tious or -cious Recap: Words ending in the /ʃəl/ sound spelt -tial or cial Year 5/6 words: profession, competition, leisure, symbol, system, rhythm, familiar, neighbour, guarantee, harass, foreign
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> Recap: Words ending in -able and -ably Recap: Words ending in -ible and -ibly Recap: Words ending in -ant, -ance, and -ancy Recap: Words ending in -ent, -ence, and -ency Year 5/6 words: interrupt, prejudice, programme, queue, recommend, restaurant, rhyme, identity, secretary, shoulder 	<ol style="list-style-type: none"> Recap: Words containing the letter string -ough (Y5/6 words: thorough) Recap: Words with 'silent' letters (uncommon digraphs) Recap: The /s/ sound spelt c before e, i and y (Y5/6 words: necessary, sincere, excellent, cemetery, criticise) Recap: Adding the prefixes un-, dis- and mis- Words that can be nouns and verbs <p>(One week missing for SATs week)</p>	<ol style="list-style-type: none"> Words with hyphens The prefix over- Words ending in a schwa sound written as '-er', 'or' and 'ar' (Y3/4/5/6 words: calendar, particular, popular, shoulder, soldier) Words beginning with 'acc' (Y3/4/5/6 words: accident, accompany, accommodate, according) Words containing 'phon' and 'sign' (Y5/6 words: signature) Words containing 'sol' and 'real' Words with origins in other countries and languages (Y5/6 words: restaurant)

Words with hyphens should also be taught through English lessons earlier in the year.

Lesson Structures

Lesson Structures

Lesson Structures and Task Design

The weekly lesson structures remain very similar throughout the school. This is so that children know what is expected of them, reducing lost learning time through explanations of tasks.

Some activities are added in for specific weeks, for example when focusing on statutory word list spellings or homophones, and some are added in as children become older. These activities are marked with a *. Independent activities may vary each week but come from a core selection for each day of the week. These options are identified within the resources. The tasks for each day are designed so that children have regular opportunities to learn about the spelling pattern for each week and apply these patterns to independent, paired and whole-class tasks. They also have the opportunity to revisit spelling patterns and statutory words from previous weeks.

A Curriculum for All

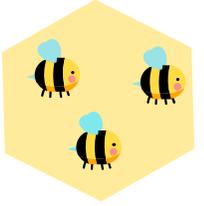
Our curriculum embraces inclusive teaching practices that cater to the diverse needs of all learners. All resources within the spelling curriculum are fully editable, meaning that class teachers can adapt these to the needs of their class. It is important that every child has the opportunity to succeed and progress in their spelling journey. Some adaptations that could be made include:

- 👤 Pre-teaching of spelling patterns.
- 👤 Providing 1:1 or small group support within spelling sessions, breaking down spelling patterns into manageable steps and providing frequent feedback.
- 👤 Offering additional practice opportunities.
- 👤 Using visual, tactile, auditory and kinaesthetic approaches.
- 👤 Using own communication methods.
- 👤 Using flashcards to spell (if fine-motor or handwriting is an issue).
- 👤 Using ICT (with spell check removed)
- 👤 Adapting of the words focused on, reducing them in length or complexity.
- 👤 Giving additional support through precise intervention, for example through precision teaching or an additional spelling session focusing on gaps in knowledge using the programme at an earlier stage.

For more adaptations, please see LET's 'A Curriculum for ALL'.

Task Design

Bee Three







The aim of Bee Three is to include regular retrieval practice with corrective feedback. Prior to spelling lessons, teachers select three words that the children have previously found tricky. These words could link to previously taught spelling patterns, tricky words, commonly misspelt words in the class or words that link to the wider curriculum.

The teacher follows these steps:

-  Modelling writing the word by saying the word, segmenting into individual sounds and/or chunking into syllables, then writing the word down.
-  The word is hidden and the children have a go at writing the word on whiteboards or in books.
-  The word is shown again and the children check their spelling against the correct spelling. Corrective feedback is given by the teacher, identifying common errors.

The process is repeated for the following two words.

Task Design

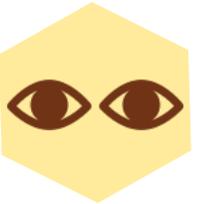
Exploring Meaning

Before being exposed to the spelling pattern, the children are shown a selection of words that contain this pattern. As English is a morphophonemic language (words are constructed through representations of sounds and meaning), the meaning of these words are explored. This could be through looking at the word as a whole and defining it, or by beginning to break it down into morphemes that the children already know. Sometimes, words are contextualised within sentences.



Spelling Pattern

Children are encouraged to look for patterns within the words before being explicitly taught about the pattern. Looking for the patterns may include looking at similar strings of letters, similar phonemes or grapheme-phoneme correspondences (GPCs) and looking at their placement within the word (beginning, middle, end).



Children are then explicitly taught about the spelling pattern, including any exceptions to the pattern. **We refer to these as patterns, rather than rules, as they are commonly found but will not be the same in every word.**

Using a Phonics Voice

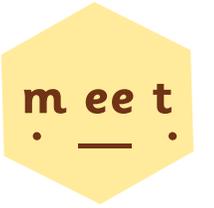
Children are encouraged to use their phonic knowledge throughout their school career. Good spelling starts with clear pronunciation; the key to spelling is transposing spoken sounds into written spelling.



Children are encouraged to listen to the word, say the word clearly and then segment the word into the sounds (phonemes). Where words are multi-syllabic, they are encouraged to chunk the word into syllables and say the sounds for each of the component syllable. Whilst the children are orally segmenting the word, the teacher then marks this on the word using sound buttons (dots and dashes) to represent single-letter graphemes or digraphs/trigraphs.

Task Design

Independent Task Option: Sound Buttons



· word ·

word

word

word

word

word

word

word

word

word

extra word

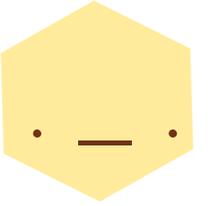
extra word

Children use their phonic knowledge to segment each word into its component sounds. This is done by using dots for individual graphemes and dashes for digraphs/trigraphs/tetragraphs. They do this for the words they have already looked at that contain the spelling pattern alongside two additional words that follow the same spelling pattern. Children can use also this to identify where specific GPCs are within a word.

After adding sound buttons, this is modelled to the class and the children check their responses, making immediate corrections and discussing any misconceptions.

Task Design

Independent Task Option: Phoneme Map



• • • _ _ • • _ _ • •	• • • • _ _ • •
• • • • _ _ • • _ _ • •	• _ _ • • • • • _ _ • •
• • • • • _ _ • •	• • • • • _ _ • •
• • • _ _ • • _ _ • •	• • • _ _ • • _ _ • •
• • • _ _ • • _ _ • •	• • • • • • • _ _ • •

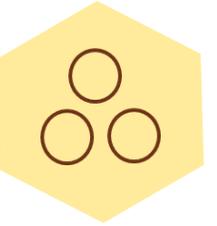
This orthographic mapping task allows children to break down the word into its component GPCs with a scaffold of sound buttons. The adult reads the words aloud for the children to write using the sound buttons. This can be done by:

- Reading the words in order going down each column, giving the children the correct map to write on
- Reading the words out of order, with the children identifying which map matches the word

This can be scaffolded further by the adult rehearsing the spelling process with the children: say the word, say the sounds, write them down.

Task Design

Independent Task Option: Sort the Words



Category		Category		Category	
word	word	word	word	word	word
word	word	word	word	word	word
extra word	extra word	extra word	extra word	extra word	extra word

Challenge: Can you think of your own words to add into the groups?

This task focuses on children recognising similarities and differences between words. This allows children to look at the words in detail. The number of categories for children to sort the words into will depend on the spelling focus of the week. Children are encouraged to sort the words into the given categories, alongside additional words that follow the same spelling pattern. They are then asked to stretch their knowledge further by finding other words that could be sorted into the categories.

Task Design

Using a Spelling Voice*

Children are taught to pronounce words clearly and crisply. Over-pronouncing using a spelling voice is used to make the task of selecting the correct spelling easier. When using a spelling voice, the focus is on:



- 🔊 **Articulating clear, crisp consonants** – articulating all consonants within the word, particularly adjacent consonants or those at syllable boundaries, for example enigm^{atic}, sp^{ot}
- 🔊 **Over-enunciating schwas** – articulating all vowels, particularly compressed unstressed syllables and schwas, for example a^{long}, doct^{or}, mount^{ain}
- 🔊 **Pronouncing elided sounds and syllables** – articulating speech sounds that aren't usually pronounced in words, for example govern^{ment}, libr^{ary}
- 🔊 **Emphasising syllables** – chunking words into syllables. Syllables are a single beat in a word which contains a vowel sound (and may or may not have preceding and following consonants). A spelling voice could also have a gap between each syllable, for example *un ha ppy*.

A spelling voice is the usual way we would pronounce a word, but by over-pronouncing these areas, it means that children are more likely to hear all of the sounds that need to be written within a word at the point of spelling. There is no fixed way to use a spelling voice; it is just a way of pronouncing words to give them the best chance of spelling them correctly.

Although a spelling voice is a powerful guide for children as they learn to spell, the aim is that the children learn to use this independently when they hear the words naturally spoken (or not spoken at all), and so it can be removed when all children no longer require it.

Task Design

Say the word, say the sounds and write it down

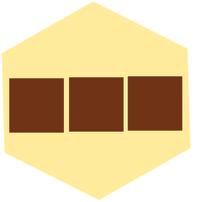
This is an opportunity for the children to practise writing using the spelling pattern. The process of spelling is modelled to the children so that they are able to revisit the steps for spelling independently. The steps for this section of the lesson are:

- 🗣️ Say the word together.
- 🗣️ Segment the word into its individual sounds. Count the sounds on fingers while segmenting.
- 🗣️ Model writing the word on the board or flipchart as the children say each sound.
- 🗣️ Hide the word from the children.
- 🗣️ Children complete the process of saying the word, segmenting and saying the sounds then writing it down on whiteboards or in books.

This process is completed for three familiar words from the example words for this week and one new word that applies the spelling pattern.

Chunk it up

This task helps the class to break down (or chunk) words into syllables. The class says the word aloud in their spelling voice (using clapping to support syllable counting as needed). They chunk the word into its syllables and place syllable breaks (|) between each syllable and write the number of syllables next to the word. Following this, the children can draw the sound buttons beneath each spelling whilst saying each sound aloud.



Task Design

Independent Task Option: Word Map*



word _	word
word _ .	word 
word	word 
word _	word
word 	word

This orthographic mapping task presents words that follow the pattern and their word maps – the sound buttons and syllable breaks that show how the written word is mapped onto the sound. The children say the word in a spelling voice and orally chunk it up into syllables. They then copy the spellings onto the word map, saying the sound of each spelling as they write. The word maps offer one particular way of chunking into syllables, but children can be encouraged to create their own word map if they chunk in a different way.

Task Design

Independent Task Option: Break Down*



sylla|ble

word

word

word

word

word

word

word

word

word

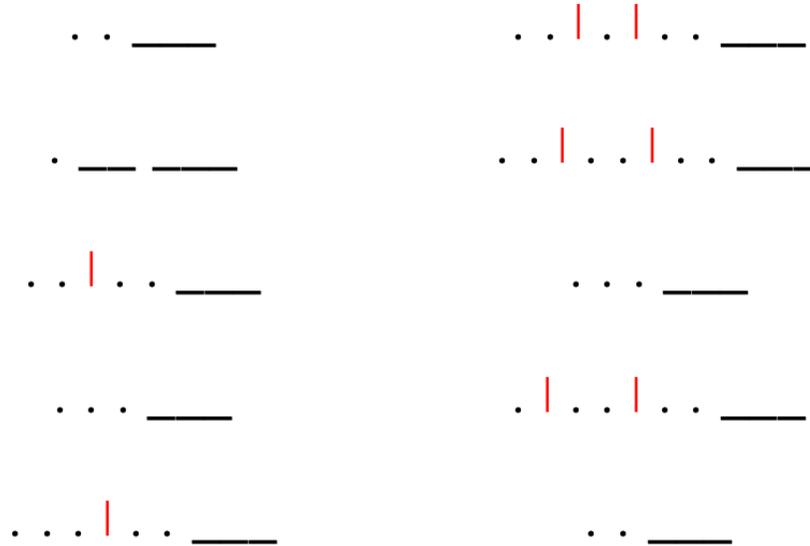
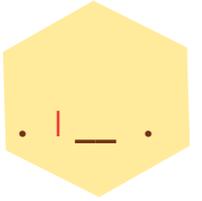
extra word

extra word

This task helps the children to break down (or chunk) words into syllables. The children say the word aloud in their spelling voice. They chunk the word into its syllables and place syllable breaks (|) between each syllable and write the number of syllables next to the word. Following this, the children can draw the sound buttons beneath each spelling whilst saying each sound aloud.

Task Design

Independent Task Option: Map Match*



Map Match is an orthographic mapping task that can be completed in two different ways. As a simpler option, the children are presented with the word maps and the teacher reads each word aloud (going down each column) and the children map the word on the word maps. For older children, or to make the task more challenging, the children can be presented with the word maps and the words and have to use their knowledge of syllables and phonics to figure out which words can be written onto each map. For each option, the children should complete the map by writing the spelling onto each map, saying the sounds as they write.

Task Design

Independent Task Option: Help Mr Bumble Unjumble



r v ow o th er
 r er o r v ed t
 a e r er v t o c
 d v p o ai er
 er l e s o p v t

Help Mr Bumble Unjumble is a word unscrambling task. The words are presented with the correct use of graphemes (i.e. keeping digraphs and trigraphs together) to highlight the relationships between graphemes and phonemes. The spelling pattern is highlighted in red. The children need to use their orthographic knowledge to unjumble the words. Once they have identified the word they are spelling, the children use their spelling voice to say the word, chunk it into syllables (as needed) and write each grapheme in turn as they say the sound it represents.

Task Design

Etymology

Etymology is the study of words, including how they got their meanings and how words develop throughout history. Children are encouraged to think of etymology through the image of tree roots. As language develops, all the individual roots of a word come together to form a sturdy foundation.

Looking at a word's etymology can help the children to spot patterns that are helpful when spelling, making connections between words. Using the knowledge of word origins of roots and affixes (linked to morphology) can also support children with this.



What does **autobiography** mean?

An autobiography is a book about someone's life, written by them.

auto + **biography** = **autobiography**

The prefix '**auto-**' is from the Latin language. It means 'self or one's own'

bios means life
graphia means to record or account

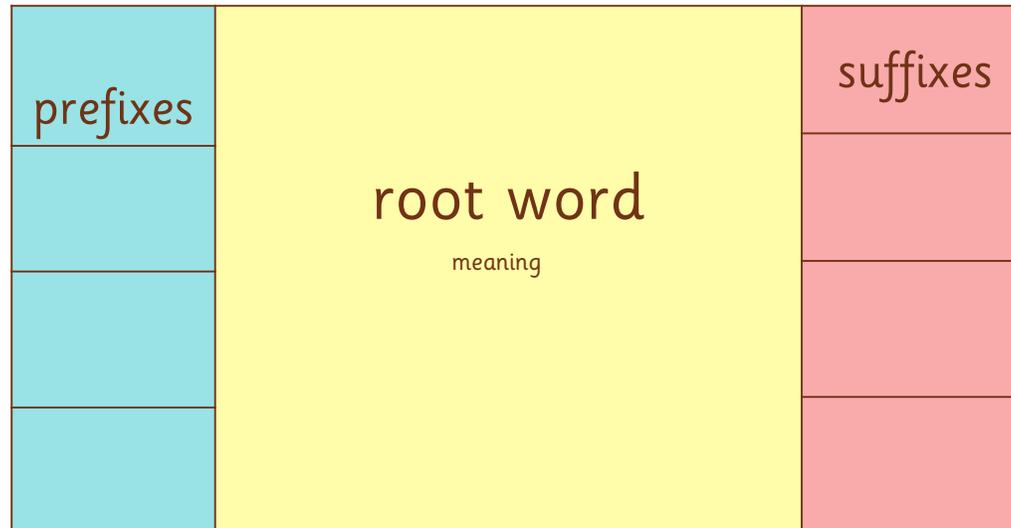
Task Design

Morphology

Morphology is the study of words and their parts. Some words exist in whole forms, holding the full meaning. Some words can be split into a number of sections, with each section holding a portion of the whole meaning. These smallest units of meaning in a word are called morphemes.

When we look at the morphology of word, we can break the words down into root words, prefixes and suffixes. Each of these parts have their own meanings, and so understanding these can help the children to understand the word.

In lessons, we use a word matrix to demonstrate how morphemes fit together. Children have the opportunity to experiment with creating new words by adding affixes to the root word. They learn about the meaning of these affixes and see which ones can and cannot be added to make different words.

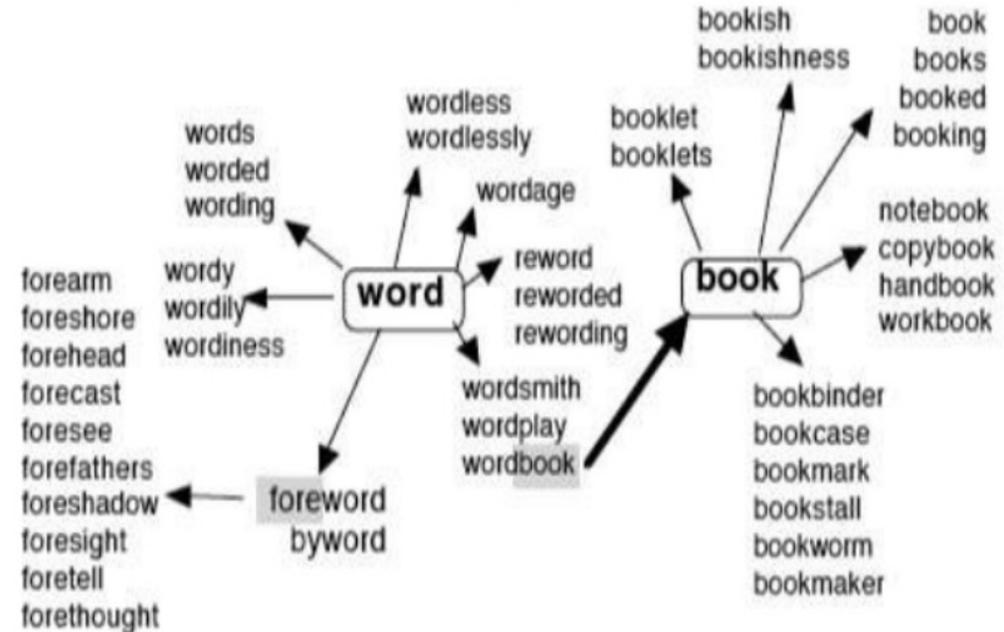




Task Design

Word Web*

The word web is another way of exploring how words are connected. Children look at words from the same word family, making links by adding morphemes to the words and finding other words that then link to these words. This can be completed as a whole class, in pairs or independently and could include the use of dictionaries to search for words with a common root word.



Task Design

Dictation

This task is an opportunity to practise their transcription skills, including spelling, through the application of the spelling pattern within a sentence. The sentence is shared orally and children rehearse this, learning in the first stages how to 'hold the sentence' in their heads by counting the words. Writing the sentence is then modelled by the teacher, talking through the process of writing the sentence and paying particular attention to the spelling pattern, statutory words and punctuation. Words can be segmented together, counting the sounds in each word as in the 'Say the word, say the sound and write it down' stage. Following this, the sentence is covered up and the children have a go at writing it themselves. When all children have written their sentence, they check it against the original sentence and make any corrections needed. The number of sentences children write increases with age.



Task Design

When do I use the pattern?*

This is an opportunity for children to identify examples and non-examples of using the pattern. This task is not always applicable, but when it is used, the aim is for children to discern between when they should or should not use the pattern. Words are read out and children indicate whether they agree that the pattern should be used by using thumbs up/down. The spelling of the words can then be modelled by the teacher. Some weeks focus on more than one pattern, and so children may show different sides of a whiteboard to indicate which pattern should be used. When learning about homophones, contexts are shared and the children need to identify the correct homophone for the context.



Can the children identify when you would or wouldn't use the prefix ir-?

Say the word out loud. Children thumbs up/down whether it would need the spelling pattern. Explain why/why not.

relevant

removable

rational

mature

relative

possible

patient

responsible

moveable

recoverable

Task Design

Spot the pattern in a sentence

This task supports children to make links between decoding and encoding. They identify the word(s) in the sentence that contain the spelling pattern first, decoding these words as necessary. They then look for any of the statutory words within the sentence and read these together. Following this, they read the sentence together word by word. Children are encouraged to blend words in their head once they are ready. Following this, the teacher models re-reading the sentence with prosody and the children echo this back. If there is time, other grammatical features such as conjunctions or sentence types can also be identified.



The family were very happy to
visit the party.

Task Design

Paired Task Option: Which Word?

This task encourages children to check their understanding of the words they are studying. In KS1, this is presented as a 'match the word to the pictures' task which they can complete independently or in pairs. The words are decoded together as a class and then the pairs agree on which spelling matches the picture. In KS2, the aim is that children discuss the definitions of the words in their pairs and write the matching word for the definition. There is one word with no definition; children need to write their own definition for this.



party
family
fly
happy

a liquid that has had a solid dissolved into it
appearing to be real, or showing people, objects or events as they are in real life
to mix a solid with a liquid and become part of it
the state or quality of being actual or real
the act of suddenly understanding something

dissolve
reality
solo
realistic
solution
realisation

Task Design

Paired Task Option: Sentence Builder*

This paired task is an opportunity for children to work together to build sentences using words that include the week's spelling pattern. Discussion between pairs is encouraged, as they reason about how the word can be used correctly within a sentence or how the word may need to be changed (using affixes) to meet the purpose of the sentence.

Children could both write a sentence using the word and then take it in turns to justify their use. Alternatively, they could work together to compose one sentence.

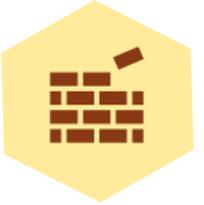
pyjamas

bungalow

restaurant

hoist

landscape



Task Design

Paired Task Option: Complete the Sentence*

This task is used solely in weeks where homophones are studied. Children are asked to read sentences with the words missing, and they need to choose the correct homophone for the context of the spelling. They need to insert the whole word and be able to justify, with a partner, why they have chosen that particular spelling by using their reasoning skills.



1. _____ work is fantastic!
your you're
2. Please _____ the date and title at the top.
right write
3. _____ way is it to the library?
witch which
4. I _____ how to do it.
know no
5. _____ do you live?
where wear

Assessment

Assessment

Low-Stakes Testing

Over the course of each week, the children complete a range of activities which constitute as 'low-stakes tests'. These involve repetition, peer testing and games that involve correctly spelling words. All of these activities are serving as recall practice after the children have studied the spelling pattern so that they retain the correct spellings and how to apply the pattern in their long-term memories.

Spelling Bee

The weekly Spelling Bee is one part of the low-stakes testing. Rather than taking the format of a usual 'spelling test', where children are tested on the same set of spellings that have been sent home to practise, the Spelling Bee incorporates the following:

- Some words that the children have looked at in depth over the course of the week, following the pattern.
- Some words that follow the same spelling pattern. These may have been encountered over the course of the week through some of the activities. The children should apply the spelling pattern they have been learning to these words.
- Some words from previous weeks' learning, helping children to recall previously-taught spelling patterns.
- Two words from the National Curriculum's statutory lists that the children have previously been exposed to.

The number of words in the Spelling Bee depends on the year group. Children practise applying these words in the context of a sentence.

The Spelling Bee is used as a teaching point. Following completion of the task, the class self-mark their spellings and discuss the patterns, how they are applied in each word and learn to make corrections as they check their own spellings.



Homework

Homework

At Lingfield Education Trust, we firmly believe that teaching spelling is the responsibility of the school. However, we recognise that regular practice of spellings can help children to embed their learning.

To ensure that parents are kept informed, a weekly 'Information for Parents' sheet is sent home, detailing the spelling pattern, information about the pattern and some example words. Parents are also given a handout which explains different ways that they can support their child's spelling at home.

This week's spelling pattern is:

Spelling pattern

Information about the spelling pattern

Some words that contain this spelling pattern are:

word	word	word	word	word
word	word	word	word	word



Lingfield Education Trust



Spelling Curriculum: Information for Parents

Your child is on their journey to becoming a skilled speller. At our school, the children learn to spell following the Lingfield Education Trust spelling curriculum, which draws on the National Curriculum.

Curriculum Aims
Our spelling curriculum aims for all children to:

- Learn how to apply their phonics skills to writing.
- Develop an understanding of the different spelling patterns in the English language. We use the term 'patterns' rather than 'rules' because there are always exceptions to rules. The children learn more and less common patterns, including learning those which are 'tricky'.
- Learn strategies to help them apply their spellings at the point of writing.

How does it work?
Each week, the children are taught spelling within daily sessions. These follow a similar routine each week so that the children become familiar with these. They include:

- Exploration of the spelling pattern, including the reasons behind the pattern and a range of words which use this pattern.
- Using a 'phonics voice' to practise spelling some words which follow the pattern.
- Using a 'spelling voice' by breaking words into syllables.
- Learning the history of words (etymology) and how to build words (morphology)
- Applying their spelling knowledge to a number of independent and paired activities, including within dictation.
- Practising previous spelling patterns and other statutory words so that they become embedded in the children's long-term memory.

Making learning stick
Our curriculum aims for the children to be able to apply the spelling patterns to different rules, rather than just learning 10 words each week and then moving on.

To do this, we revisit previously taught spelling patterns within our weekly lessons as well as having dedicated weeks where we look at patterns we have learnt before. We also focus on applying our knowledge across the school day.

Spelling Bee 

Each week, the children complete a Spelling Bee. This is where the children independently practise spelling some words from the week's pattern, alongside words from previous weeks' learning and those in the National Curriculum's statutory lists. The number of words depends on the year group.

We use the Spelling Bee as a teaching point. The class discuss the patterns, how they are applied in each word and learn to make corrections as they check their own spellings.


1

Curriculum Impact

Curriculum Impact

Children demonstrate a solid understanding of spelling conventions and proficiency in application, encoding words accurately through the using phonics principles and spelling patterns within spelling tasks, independent writing and across the curriculum.

Through spelling being actively taught, regular practice and purposeful feedback, children are able to make informed spelling choices, confidently approach unfamiliar words independently and make independent corrections based on their learning.

Children showcase an understanding of etymology and morphology, recognising the historical origins and structural components of words and using these to enhance their independent spelling and decipher the meaning of the words they spell.

Through regularly recapping spelling patterns and repeated exposure to spelling strategies, children are more confident in applying spelling patterns they have learnt.

Children's working memory is freed up when writing within other lessons as they are able to fluently apply the spelling patterns and strategies they have learnt.

LET Spelling Curriculum Overview

Acknowledgements

Resources Used

- National Curriculum (2014), Appendix 1
- Sounds and Syllables (Task design ideas)
- Spelling Shed (Etymology and morphology)
- Little Wandle Letters and Sounds Revised (for continuity)
- Sounds-Write (for continuity)

