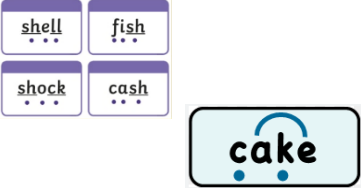
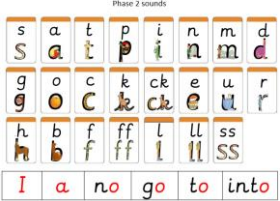
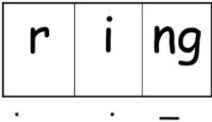
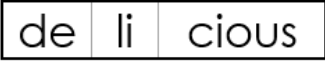




Spelling Progression

This document outlines how spelling is taught within our writing curriculum. Spelling is an integral part of our children's writing ability and will be taught within the writing lesson. This will ensure children are being given daily opportunities to improve and secure their spelling skill. Our spelling progression is aligned with our writing planning to enable children to use and apply the spelling skills and strategies they are taught directly into their writing. This will develop over time and staff will ensure there are opportunities to revisit and secure learning regularly throughout the year.

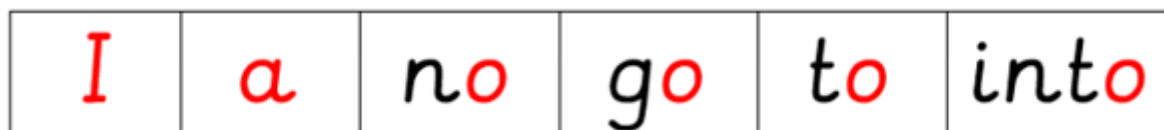
Specific Spelling Strategies used at Old Town

Sound buttons and sounding out	Sound and word mats	Phoneme frames	Syllable frames	Specific spelling rules
<p>Children are always encouraged to use 'sounds first' when trying to spell out a word. When children are first introduced to reading words they will use robot arms and this will then move towards counting sounds on fingers to spell the words.</p> 	<p>Children are provided with sound mats when writing to support their spelling, including when spelling with a phoneme or syllable frame. These sound mats progress with the children, corresponding with the phase of the phonics programme they are currently learning.</p> 	<p>Phoneme frames are used to spell CVC words either with magnetic letters or through writing. Children use phoneme frames to spell throughout phase 2, 3, 4 and 5 in phonics. From the start of KS1, children continue to use phoneme frames as a spelling strategy when required to spell new and unfamiliar words.</p> 	<p>Similar to a phoneme frame, children learn to use a frame to spell each syllable of a multisyllabic word from phonics set 23, typically around Spring 1, Year 1.</p> 	<p>Within the Spring Term of Year 1, the children are taught about root words, suffixes and prefixes. Prior to this, children will be taught about root words in their reading learning during the Autumn Term. As part of this teaching, the children learn to identify the root word for spelling before adding a suffix or prefix. The children are not expected to make any alterations to root words at this stage. In Year 2, the children learn specific spelling rules, including making alterations to root words before adding suffixes</p>
How it looks in the classroom				
<p>Staff will support children identifying the individual sounds heard in a word. Staff will model using robot arms or counting on fingers.</p>	<p>Once children have identified the sounds in a word, they will be directed to find those sounds on a sound mat (matched to their phonic ability). ALL staff will</p>	<p>Once children have identified how many sounds or syllables are in the word, they are trying to spell they should have the opportunity to practise spelling the word on a phoneme/syllable frame. This can be drawn on a white board or on a pre-prepared frame. Staff will also model this</p>		<p>Staff will clearly identify where new spelling rules are introduced and give children time to explore and play with words. Staff</p>

	show how to use a sound mat when modelling ALL writing.	strategy when they are writing. Staff will continue to direct children to use their sound mats to find the sounds/letters they are writing. Children will be encouraged to check their spelling before they write it within their sentence.	will refer to rules when modelling spelling and reinforce spelling rules taught regularly.
Spelling steps to success			
<ol style="list-style-type: none"> 1. Say the word out loud 2. Segment the word into phonemes (sounds) 3. Count the sounds on your fingers/use robot arms to help you 4. Write the sounds down in the order you hear them 5. Read the word 	<ol style="list-style-type: none"> 1. Say the word out loud 2. Segment the word into phonemes (sounds) 3. Write the phonemes into a phoneme frame, using a sound mat to help you 4. Blend the phonemes to check 5. Read the word 	<ol style="list-style-type: none"> 1. Say the word out loud 2. Break the word into syllables using claps, counting the number of syllables 3. Identify the phonemes in each syllable, writing them into a syllable frame 4. Blend the phonemes to check 5. Read the word 	<ol style="list-style-type: none"> 1. Say the word out loud 2. Identify the root word 3. Segment the root word into phonemes 4. Write the phonemes into a phoneme frame, using a sound mat to help you 5. Add the suffix to the word 6. Blend the phonemes to check 7. Read the word

Common Exception words (Tricky Words)

These will be introduced and then regularly revisited for all children. Children will be taught to read the word first before spelling it. All phonics lessons will include opportunities for children to read CEW/Tricky Words. This will happen quickly and every day to build up children's fluency and ease with recognising these words. When it comes to spelling the word children will be taught where they can still use their sounds and where the word gets 'tricky' and we cannot use sounds. This will be shown to the children in red so that they can learn the different parts of the words to aid their spelling.



Year 1

	Genre and Text	Key learning (writing MTP)	Common Exception Word Spelling List	Types of words (linked to genre)	Spelling patterns/rules to discreetly teach Spelling strategies
Autumn 1	Lists – The Colour Monster	<p>write dictated sentences with sounds and words learnt</p> <p>spell words by identifying sounds within them and representing the sounds with a letter/letters (EYFS)</p>	<p>Revisit phase 2 tricky words; the, to, I, no, go, into</p> <p>Revisit phase 3 tricky words; are, was, we, he, me, she, be, her, all, my, you, they</p>	<p>Sad/good (happy) I can go to the park The rain is sad Red bus Green tree</p>	<p>Segmenting sounds in CVC/CCVC words using sound buttons. Linking sounds to GPCs on sound mat. Phoneme frames CEWs/tricky words; teach the part of the word that is tricky (red)</p>
	Narrative – The Stormwhale	<p>Key language: noun, sentence, capital letter</p>	<p>Relevant CEWs; house, friend</p>	<p>Noi, big, fish, sand, cat, bath, dad, boat, red, hat, coat</p>	
Autumn 2	Poetry – Fireworks	<p>use a sound mat to write phonetically plausible spellings</p> <p>write sentences in the simple present tense.</p> <p>write sentences beginning with I</p> <p>Key language: noun, sentence, capital letter, verb</p>	<p>'to be' was, were, is, are, am, be</p> <p>'to have' has, had, have</p>	<p>Bang, crash, whizz, pop, whoosh, fizz, crack</p>	<p>CVC/CVCC words represented on phoneme frames Sound buttons Sound and word mats Phoneme frames</p>
	Narrative – The Snail and the Whale			<p>Verbs; sail, swim, run, go, sit, slide I swim in the sea. I go to the park. I eat cakes and sweets.</p> <p>Snail, rock, black, dock, ships, humpback whale, sea, bird, shark, fish, sand, beach The snail is on the tail. The whale has a tail. They are in the sea.</p>	
	Letters – The Jolly Postman/The Jolly Christmas Postman			<p>Irregular verb 'to be' (was, were, is, are, am, be) 'to have' (has, had) Verbs – have, like, be, love, hate I like to play. I have a dog. I love sweets. I hate the rain.</p>	
Spring 1	Narrative – The Toymaker and Toys in Space	<p>a proper noun is the name of a specific person or place and starts with a capital letter</p>	<p>do, so</p> <p>about, mouse</p>	<p>Use familiar story language in their own writing.</p> <ul style="list-style-type: none"> Once upon a time One day 	<p>Sound buttons Sound and word mats Phoneme frames Syllable frames</p>

		Key language: past tense, proper noun, conjunction	<p>some, come</p> <p>when, what</p> <p>out, your, their, says, by</p> <p>I like the ____ toy.</p>	<ul style="list-style-type: none"> • Suddenly • Then / next • Finally • Happily ever after <p>Proper nouns – Hooty, Wonderdolls, Blue Rabbit, Pink Horse etc.</p> <p>Past tense: Irregular verb 'to be' (was, were, is, are, am, be)</p>	
	Fact Files about toys		<p>Relevant CEWs; were, there (the toys were wooden, there was not plastic)</p>	<p>Past tense: Irregular verb 'to be' (was, were, is, are, am, be)</p>	
Spring 2	Narrative – Goldilocks and the Three Bears and Little Red Riding Hood	<p>build compound words from known words</p> <p>spell the days of the week</p> <p>spell –s and -es plurals</p> <p>spell using suffixes – ing, -ed, where there are no changes to the root word.</p> <p>Key language: singular, plural, compound words, root word, suffix, pronoun</p>	<p>Relevant CEWs; Mr Mrs (Goldilocks) House Little (bear) Oh (speech bubbles; oh it is too hot) said Little Bear The bears came home.</p> <p>looked, look (Red looked at the house. The wolf looked at Red) called (Red called for help)</p>	<p>Use familiar story language in their own writing.</p> <ul style="list-style-type: none"> • Once upon a time • One day • Suddenly • Then / next • Finally • Happily ever after <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Butterfly, raincoat, rainbow, teapot, honeybee, armchair, outside, inside, spoonful</p> <p>Bowl, bowls, chair, chairs, bed, beds</p> <p>Box, boxes, fox, foxes, bench, benches</p> <p>Past tense verbs: Walk, walked, walking, look, looked, looking, bang, banged, banging, jump, jumped, jumping</p>	<p>Sound buttons</p> <p>Sound and word mats</p> <p>Phoneme frames</p> <p>Syllable frames</p>

				REVISIT – Proper nouns: Goldilocks, Little Red Riding Hood	
Summer 1	Instructions – Fruit kebabs/sandwiches	<p>know the names of the letters of the alphabet</p> <p>use letter names to distinguish between alternative spellings</p> <p>spell using suffixes -er, -est where there are no changes to the root word</p> <p>Key language: main clause, exclamation mark</p>	<p>Relevant CEWs; Put the fruit on the stick/Push one bit of fruit along the stick/Pull the fruit out of the bag. We are going to make a fruit kebab. I thought it tasted yummy. I made a fruit kebab and it was good.</p>	<p>Use simple imperative verbs: push, pull, put</p> <p>Conjunction: 'and' <i>I made a fruit kebab and it tasted good.</i></p> <p>Verbs regular/irregular: tasted, made, ate. <i>I tasted my kebab and it was yummy.</i></p>	<p>Sound buttons Sound and word mats Phoneme frames Syllable frames</p>
	Recount – Life boat museum		<p>Relevant CEWs; We left our school and walked through Poole. You can work on a life boat. I saw a big life boat.</p>	<p>Past tense verbs 'regular and irregular': walked, looked, saw, left, went, had, were, was, talked</p> <p>Conjunction: 'and' <i>I saw a lifeboat and it was big. We walked back to school and we had lunch.</i></p>	<p>Sound buttons Sound and word mats Phoneme frames Syllable frames</p>
	Fact files – London		<p>Relevant CEWs; London is very big. London and Poole are different. In London you can _____ today. Big Ben tells the time. I want to go to London.</p>	<p>Proper nouns: London, Poole, Big Ben, Buckingham Palace, London Eye</p> <p>Conjunction: 'and' <i>I want to go to London and see I want to see Big Ben. London is very big and Poole is much smaller.</i></p>	

				<p>Suffixes 'er' and 'est' where there are no changes to the root word: smaller, brighter, lighter, louder, taller, richer, smallest, fastest, tallest, loudest, richest, brightest, lightest.</p> <p><i>In London the tallest building is_____.</i></p> <p><i>London is a louder place than Poole.</i></p> <p><i>Poole is brighter than London.</i></p>	
Summer 2	Narrative – What Katie did in London	<p>spell using the prefix –un</p> <p>spell numbers as words</p> <p>Key language: question mark, prefix</p>	<p>Relevant CEWs; Katie asked the lion for help. The lion asked Katie to hop onto his back. The lion laughed at Katie.</p>	<p>Use familiar story language in their own writing.</p> <ul style="list-style-type: none"> • Once upon a time • One day • Suddenly • Then / next • Finally • Happily ever after <p>Proper nouns: Katie, London</p> <p>Past tense verbs ed/ing: jumped, walked, raced, landed, turned, pointed, landing, laughed, asked</p> <p>Prefix 'un': Unhappy, unzip, unpack, unfair, unkind, unpack, unsafe, uncover, unlucky</p>	<p>Sound buttons</p> <p>Sound and word mats</p> <p>Phoneme frames</p> <p>Syllable frames</p>
	Letter – new teacher		<p>Relevant CEWs; I'm happy to be joining year 2. Please can we have play time in Year 2? I like it here.</p>	<p>Spell numbers as words: one, two etc.</p> <p>Dear. From, year</p> <p>Revisit: Irregular verb 'to be' (was, were, is, are, am, be) 'to have' (has, had) Verbs – have, like, be, love, hate <i>I like to play. I have a dog. I love school. I hate the rain.</i></p> <p>Questions: Who, what, where, when, why.</p>	

Year 2

	Genre and Text	Key learning (writing MTP)	Common Exception Word Spelling List	Types of words (linked to genre)	Spelling patterns/rules to discreetly teach Spelling strategies
Autumn 1	Narrative (Retelling a familiar story) – The Koala Who Could and After the Fall	<p>use new ways for spelling phonemes for which one or more spellings are already known e.g. ai, ay a_e</p> <p>segment spoken words into phonemes and represent these with graphemes (full range of GPCs)</p>	<p>Revisit phase 2-5 tricky/CEWs from Year 1</p> <p>Relevant CEWs; child, children, pretty, beautiful, wild, climb, only, both, most</p>	<p>Nouns – Kevin, forest, tree</p> <p>Revisit from Year 1 - Irregular verb 'to be' (was, were, is, are, am, be) 'to have' (has, had) Verbs – have, like, be, love, hate</p> <p>Specific verbs; climbed, wobbled, dropped (revisit adding ed) Kevin climbed. The tree wobbled. The leaves dropped.</p> <p>Adjectives – small, little, tiny, worried, scared, brave, kind, happy, sad, big, enormous</p>	<p>Sound buttons Sound and word mats Phoneme frames Syllable frames</p>
	Matilda – character description	<p>Key Language; noun, verb, adjective, noun phrase, expanded noun phrase, sentence, capital letter, full stop, statement, homophone, audience, purpose, conjunction, comma, command, co-ordination</p>		<p>Nouns – Matilda, Mr and Mrs Wormwood, Miss Honey, Miss Trunchball, Violet, school, home, playground, table, chair, newt</p> <p>Revisit from Year 1 - Irregular verb 'to be' (was, were, is, are, am, be) 'to have' (has, had) Verbs – have, like, be, love, hate Specific verbs – read, play, walk, talk (revisit adding ed, ing suffix ending)</p> <p>Adjectives – kind, happy, friendly (revisit prefix un; unkind, unhappy, unfriendly), funny, mean, unkind, rude, cruel, magical, dark, cold</p>	<p>Sound buttons Sound and word mats Phoneme frames Syllable frames</p> <p>Homophones; sea/see, be/bee, blue/blew, I/eye</p>

				Revisit suffix ending er/est when using adjectives to compare characters; big, bigger, biggest	
Autumn 2	Fact Files (TGFOl)	<p>spell using syllables (set 23)</p> <ul style="list-style-type: none"> commands tell the reader to do something (instructions) <ul style="list-style-type: none"> commands start with imperative verbs <p>Add 'ly' to verbs to create adverbs</p>	<p>Introduce CEWs in word groups</p> <p>Door, poor, floor</p> <p>Find, mind, kind, behind</p> <p>Christmas</p> <p>Money (teach alongside maths)</p>	<p>Past tense (verbs) started, walked, burned, needed</p> <p>Past tense (irregular verbs) grew, ran, spread, wrote</p> <p>The fire started in a bakery and it spread. They needed to stop it but it burned for five days.</p> <p>Time openers; First, then, next, after that, finally</p>	<p>Sound buttons</p> <p>Sound and word mats</p> <p>Phoneme frames</p> <p>Syllable frames</p> <p>Homophones – to/two/too, here/hear, won/one, sun/son</p>
	Instructions – how to make bread	<p>spell using suffixes –ing, -ed, where there are no changes to the root word. (revisit year 1)</p>		<p>Imperative verbs; add, pour, mix, stir, knead, bake, taste</p> <p>Adverbs; carefully, quickly, gently</p> <p>Time openers: First, next, then, after that, finally, eventually, meanwhile</p>	
	Letters (Christmas)			<p>Revisit from Year 1 - Irregular verb 'to be' (was, were, is, are, am, be)</p> <p>'to have' (has, had)</p> <p>Verbs – have, like, be, love, hate</p> <p>Specific verbs – read, play, walk, talk (revisit adding ed, ing suffix ending)</p> <p>Dear, From</p> <p>Christmas</p> <p>Questions: Who, what, where, when, why.</p>	
Spring 1	Poetry (Midnight Feasting) (In my supermarket trolley/ It's the middle of the night)	<p>add ed, ing, er and est and y to words ending in e with a consonant before it.</p> <p>(eg: wide, wider, widest, make-making, bake-baked)</p>	<p>Told, cold, gold, hold, old</p> <p>Every, everybody, even</p> <p>Great, steak, break</p> <p>Sure, sugar</p> <p>Eye</p>	<p>Numbers: One, two, three, four, five, six, seven</p> <p>Rhyming: tea, pea, soup, hoops, chips, dips beans, greens, bread, spread, lamb, jam, ham, jam, cheese, peas, toast, roast, steak, cake, trout, sprout, ice, rice, lemon, melon</p> <p>Questions: Who, what, where, when, why.</p>	<p>Sound buttons</p> <p>Sound and word mats</p> <p>Phoneme frames</p> <p>Syllable frames</p> <p>Homophones – pair/pear, weak/week, break/brake, quiet/quite</p>
	Non-chronological reports – rainforest animals				

		add ed, ing, er and est and y to words of one syllable ending in a single consonant letter after a single vowel letter (eg: sit-sitting/thin – thinner/plan-planned/ sun – sunny)	Could, would, should	<p>Add ed, ing, er and est and y to words ending in e with a consonant before it: <i>cute, cuter, cutest</i> <i>nice, nicer, nicest</i> <i>large, larger, largest</i> <i>safe, safer, safest</i> <i>shine, shining</i></p> <p>add ed, ing, er and est and y to words of one syllable ending in a single consonant letter after a single vowel letter: <i>sun, sunny, sunnier, sunniest</i> <i>hot, hottest, hotter</i> <i>big, bigger, biggest</i> <i>thin, thinner, thinnest</i> <i>wet, wetter, wettest</i></p>	
Spring 2	Narrative – The Lighthouse Keepers Lunch	<p>add suffixes -ful, -less,</p> <p>add suffixes -ment, -ness</p> <p>add 'es' to nouns and verbs ending in y.</p>	<p>After, past, last, fast, father</p> <p>Grass, pass, class</p> <p>Plant, path, bath</p> <p>Half (teach alongside fractions in Maths)</p> <p>Because</p>	<p>Story openers: Once, that evening, one day, On Thursday, On Wednesday, suddenly, next, then, the next day</p> <p>Add suffixes -ful/-less: useful, careful, colourful, thankful, wonderful, thoughtful, careless, useless, helpless</p> <p>Adverbs: brightly, sadly, carefully, leisurely</p> <p>Revisit past tense verbs and irregular verbs: perched, tended, polished, worked, clipped, shouted, looked, waited, sat, sang</p>	
	<p>Recounts – following educational visits (Visit to be added and specified with vocab)</p>			<p>Time openers; First, then, next, after that, finally</p> <p>Add suffixes ment/ness: excitement, enjoyment, amazement, amusement, quietness, illness</p>	

				<p>Adverbs (adding 'ly'): slowly, loudly, gently, carefully, happily, quietly, sadly, gracefully, softly, safely, quickly</p> <p>Past tense (verbs): started, walked, strolled, looked, helped</p> <p>Past tense (irregular verbs): ate, drank, gave, saw, made</p> <p>Adding 'es' to nouns/verbs ending in y: fly/flies, dry/dries, try/tries, baby/babies</p>	
Summer 1	Non-chronological reports – David Attenborough	<p>add ed, ing, er and est to root words ending in y with a consonant before it. (eg: marry – married happy – happier dry – drying)</p>	<p>Who, whole</p> <p>Any, many</p> <p>Hour</p> <p>Prove, improve, move</p>	<p>Adding ed, ing, er and est to root words ending in y with consonant before it: marry-married, happy-happier – happiest</p> <p>Past tense (verbs): loved, hated, went, saw, was, lived</p> <p>Questions: Who, what, where, when, why.</p> <p>Proper nouns/ Apostrophes to show possession: David Attenborough's</p>	<p>Sound buttons Sound and word mats Phoneme frames Syllable frames</p>
	Narrative (Retelling a familiar story) Greta and the Giants	<p>spell contracted word forms (he's, it's, she's, I've, they've, we've, couldn't, won't, can't, don't)</p>		<p>Story openers: Once, that evening, one day, On Thursday, On Wednesday, suddenly, next, then, the next day, The next morning</p> <p>Spell contracted word forms: (he's, it's, she's, I've, they've, we've, couldn't, won't, can't, don't)</p> <p>Past tense (verbs): whispered, stepped, chopped, worked, trembled, asked, looked, waited</p> <p>Past tense (irregular verbs): built, made</p>	<p>Homophones – fare/fair, no/know, meat/meet, flour/flower</p>

				<p>Proper nouns: Greta, Giants</p> <p>Adverbs: slowly, carefully, gently, quietly, loudly, beautifully</p> <p>Conjunctions: because, and, or, but, if, that</p>	
Summer 2	Narrative – The Tear Thief	write dictated sentences using GPCs, words and punctuation learnt	<p>Clothes</p> <p>Busy</p> <p>People</p> <p>Water</p> <p>Again</p> <p>Parents</p>	<p>Story openers: Once, that evening, one day, On Thursday, On Wednesday, suddenly, next, then, the next day, The next morning</p> <p>Proper nouns: The Tear Thief</p> <p>Adverbs: slowly, carefully, gently, quietly, loudly, beautifully, excitedly</p> <p>Past tense (verbs): walked, looked, showed, carried, listened, jumped, pressed, sneaked, perched, wailed, pounced, snatched, slipped, hopped</p> <p>Past tense (irregular verbs): crept, flew, slid, stole</p> <p>Conjunctions: because, and, but, or, if, that</p>	<p>Sound buttons</p> <p>Sound and word mats</p> <p>Phoneme frames</p> <p>Syllable frames</p>
	Letters – new schools and teachers			<p>Dear, from</p> <p>Questions: Who, what, where, when, why.</p> <p>Contracted word forms: (he's, it's, she's, I've, they've, we've, couldn't, won't, can't, don't)</p> <p>Revisit conjunctions: 'because, and, or, but, if, that'</p>	
	Poems related to leaving (friendship poems)			<p>Revisit contractions: you'll, you're, I'll,</p> <p>Revisit Y1 CEW: Friend</p>	

