



Subject Information:

Spelling at Oxenhope C of E  
Primary School

# How we teach Spelling at Oxenhope C of E Primary School

## Subject Intent

### What do we want to achieve with our Spelling curriculum?

At Oxenhope, we provide a systematic spelling curriculum to equip our children with the skills they need to be able to spell accurately and to use spelling in all areas of the curriculum. We want our children to be confident spellers equipped to enter the world with the skills and understanding they need.

## Subject Implementation

Foundation stage and Key Stage 1

Key Stage 2

In KS2, we use the Raintree No Nonsense Spelling programme for our spelling curriculum. Skills are built on over the years to ensure clear progression through the Key Stage. Rules, patterns and key skills area taught, revisited, practiced and applied throughout the year and Key Stage. 2 spelling lessons are taught each week. Children are given a spelling test each week focussing on statutory spellings for the Year group. Spellings using the rule/pattern being covered that week are also given for homework. Spelling is a focus in all areas of the curriculum and children are encouraged to spell accurately in all their writing. Spelling errors are picked up on across the curriculum in marking.

## Subject Impact

Learners will:

- Read with appropriate accuracy for their age and stage.
- Spell accurately across all curriculum areas.
- Develop a good understanding of spelling rules and patterns and the exceptions to these rules.

The Writing. Curriculum at a Glance – Years R -6

School theme title	HOME IS WHERE THE HEART IS		EXPLORERS		A WILD ADVENTURE	
EYFS						
Y1						
Y2						
Y3	<p>Suffixes -s -es -er -ed Prefixes -un -dis Y2 revision - Apostrophes for contractions Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Homophones</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Homophones Revise Y2 prefixes and suffixes Prefixes mis- and re- The /ɪ/ sound spelt 'y' Proofreading Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Suffixes -ness and -ful following a consonant. Prefixes sub- and tele- Y2 revision - Apostrophes for contractions Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Revise suffixes -ness and -ful Teach suffixes -less and -ly</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Prefixes super- and auto- Strategies at the point of writing – homophones. Proofreading Words with the /k/ sound spelt 'ch' (Greek in origin)</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Revise previously taught suffixes -ed -ing -s -es -ness -ful -less and -ly Suffix -ly with root words ending in le and ic Y2 revision - Apostrophes for contractions Rare GPCs (/ɪ/ sound) Revise vowel digraphs from Y1 and 2.</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Strategies at the point of writing. Revise spellings learnt last half term. The /ʌ/ sound spelt 'ou' Homophones Proofreading</p> <p><b>1 week for statutory word spelling list work</b></p>
Y4	<p>Words ending /ʒə/ Possessive apostrophes with singular proper nouns Homophones</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Proofreading Prefixes in- il- im- and ir- Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowels to words of more than one syllable (-ing -er -en -ed)</p>	<p>The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophes with plurals Homophones</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Prefixes anti- and inter- Proofreading Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʃən/ spelt 'sion' Apostrophes for possession, including singular and plural Homophones.</p>	<p>Suffix -ous Revise, practice and apply prefixes un- dis- in- re- sub- inter- super- anti- auto- Revise suffix ly added to words ending in y le and ic</p> <p><b>1 week for statutory word spelling list work</b></p>

		<b>1 week for statutory word spelling list work</b>			<b>1 week for statutory word spelling list work</b>	
<b>Y5</b>	<p>Words with the letter string ough</p> <p>Words with silent letters</p> <p>Etymology</p> <p>Words ending in -able and -ible</p> <p>Homophones</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Revise from previous years: plurals adding -s -es and -ies</p> <p>Apostrophe for contraction and possession.</p> <p>Using the hyphen</p> <p>Proofreading</p> <p>Using dictionaries.</p> <p>Spelling at the point of writing: building new words from known morphemes.</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Apostrophes for possession.</p> <p>Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)</p> <p>Words ending in -ably and -ibly</p> <p>Homophones</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Revision of spellings previously learnt</p> <p>Proofreading</p> <p>Building words from the root word.</p> <p>Homophones.</p> <p>Words with the /i:/ sound spelt 'ei'</p> <p>ei and ie words</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Using a range of strategies for spelling.</p> <p>Proofreading</p> <p>Homophones</p> <p><b>1 week for statutory word spelling list work</b></p>	<p>Revisiting and revising learning.</p> <p>Proofreading – using dictionaries.</p> <p>Proofreading – for words from the statutory list.</p> <p>Problem suffixes.</p> <p>Homophones.</p> <p><b>1 week for statutory word spelling list work</b></p>
<b>Y6</b>	<p>Statutory word lists and strategies at the point of writing (have a go)</p> <p>Revise words ending in -able/ -ably and -ible/-ibly</p> <p>Adding suffixes beginning with vowels to words ending in -fer</p> <p>SATs practice.</p> <p>Proofreading in smaller chunks (sentences, paragraphs)</p>	<p>Statutory word lists.</p> <p>Homophones (ce/se)</p> <p>Strategies for learning words.</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p>	<p>Words with ough letter string revision</p> <p>Strategies for learning words.</p> <p>Words ending in -cial and -tial</p> <p>Proof reading someone else's writing.</p> <p>Generating words from prefixes</p>	<p>Strategies for learning words – statutory word list.</p> <p>Homophones (new for Y6)</p> <p>Homophone revision (all covered in KS2)</p> <p>Generating words from prefixes and roots.</p>	<p>Rare GPCs for statutory word list.</p> <p>Statutory word lists and strategies at the point of writing (have a go)</p> <p>Words ending in -ant, -ance and -ancy</p> <p>Proof reading own work independently.</p> <p>Root words and meanings.</p>	<p>Statutory word list.</p> <p>Words ending in -ent -ence -ency</p> <p>Homophones (new to Y6)</p> <p>Strategies for learning words: commonly misspelt homophones.</p>