



Arnesby School Spelling Strategy.

Vision

At Arnesby we believe that spelling underpins fluent writing, explicit instruction and through repeated practice this enables fast, automatic and accurate spelling.

Starting with phonics which leads into conventional spelling (orthography) and how the word is formed (morphology) and etymology (word origins). Spelling builds from Grapheme Phoneme Correspondence (GPC) into patterns of how words are formed and word origins to generalise in order for pupils to attempt unfamiliar words. We understand that a combination of spelling and handwriting leads to fluent transcription for our pupils. Sequencing spelling teaching enables a reduced cognitive load for our writers and impacts positively on writing composition. For those children who use a keyboard as an adaptation for writing, we teach keyboard skills including typing accuracy.

The word lists from the national curriculum are mapped across mixed-age cycles and interleaved with high-frequency technical vocabulary from the foundation subjects. English is taught through Hamilton Brookes schemes of work which also have a spelling, grammar and punctuation (SPAG) strand of lessons which supports both spelling and grammar. We use the statutory lists (Y1/2, Y3/4, Y5/6) as tier-2 “core” vocabulary and use topic focus words each half-term.

Our assessment is diagnostic and actionable as we use errors in daily English writing and monitoring across the subjects to target teaching which feeds into weekly tests and homework. Essentially it is equitable but individual short-term targets are used as interventions where evidence shows a misconception or repeated error.

Mixed-Age Classes (Two-Year Cycle)

Each mixed-age class follows a repeating A/B year so that our pupils meet statutory patterns from the National curriculum guidance and word lists (Y1–6), revisiting and deepening through with a focus on the cycle which covers morphology and etymology.

Explicit rules are taught using the following framework:

- **Teach** Explicit modelling of the pattern or rule and how this connects to prior learning. Through explicit instruction and modelling “I do, We do, You do” for rules. Teaching also includes investigating families (e.g. if I know *sign*, I know *signal*, *signature*, *design*) and to explain rule exceptions.
- **Rehearsal** Guided practice and rehearsal structures, using sentence writing to consolidate GPCs and rules in context (KS1–KS2). We use oral language rehearsal for spelling development such as precision of phonemes and pronunciation and syllable segmentation. Dictation is used in sentences and paragraphs to check recall of the rules.
- **Apply** across the curriculum subjects using the known patterns and include technical words. Through the use of spelling books, children are aware of the spellings that they are unsure of and this metacognitive understanding helps to encourage pupils to check using their “reading

eyes” for errors such as right letters & wrong order to improve their accuracy. Application includes the consistency expected of pupils and teachers in writing and assessing spelling.

- **Review** cumulative retrieval after interleaving known patterns and error evidence in recent writing and assessment.

Progression

- Reception (EYFS) Rocket phonics programme for Reception
- Y1–2: Rocket phonics programme for years 1 and 2 Grapheme Phoneme Correspondence, Common exception words, simple suffixes (National Curriculum Appendix 1)
- Y3–4 and Y5–6: statutory word lists, suffix/prefix rules, homophones, word roots; increasing focus on morphology/etymology. (National Curriculum Appendix 1)

NB: Word classes are taught throughout from year 1 particularly through the Hamilton Brookes planning.

The importance of root words is part of the teaching dialogue to ensure children are prepared for word modification (prefixes and suffixes).

Word families

We teach meaning and pronunciation and spelling patterns often as “word families” *electric, electricity, electrical, electrician*. This aligns with EEF guidance to integrate language teaching with reading/writing. Class learning can start with investigations e.g. prefixes, suffixes, roots, unstressed vowels, *-tion/-sion/-cian*, etc. and the associated rules and exceptions.

From Y2 upwards, we teach prefixes and suffixes such as:

re-, un-, dis-, mis-, pre-; -ed/-ing/-ly/-ness/-tion/-sion/-cian/-ous

Common Latin/Greek roots (e.g., *photo, geo, struct, tele, micro*) are taught but often appear first in technical vocabulary associated with humanities topics. This accelerates transfer to unfamiliar words and supports reading vocabulary.

Technical Vocabulary by Topic

Each foundation subject unit has associated vocabulary which is explicitly taught and used in context. The words are found on the Knowledge Organisers and form an integral part of pupils learning. For example in *PE* children are aware of the words agility, balance, coordination, technique, resilience (*-ity, -tion*) which can then be picked up again in other subjects such as science. Words are used in context “Evaporation changes liquid water into water vapour, which rises and condenses to form clouds.” (-tion; word family: *evaporate/evaporation*) [[assets.pub...ice.gov.uk](#)]

Using errors in written work as assessment

Using error analysis to plan further or repeated explicit instruction to improve whole-class spelling progress

- Phonological plausibility - representation of the sounds e.g., jantul for gentle

- Orthographic patterns rules like doubling, e.g. drop-e + -ing, -tion, -sion, -cian
- Morphological errors prefix/suffix omissions e.g. hoping/hopping, beautifull. Research shows that younger pupils rely more on phonological strategies. As the children gain experience, lexical and morphological processes increase accuracy of spelling.

Ref: [Frontiers | What spelling errors can tell us about the development of processes involved in children's spelling](#)

Moderation

- Unaided writing per pupil per term and shared with the teaching staff for moderation internally and as part of the multi academy trust writing moderation.
- Identify the most frequent error types or patterns e.g. -tion, -sion. Class-level error analysis driving teaching is supported by research which shows that pupils progress when teaching targets their actual error profiles as an intervention.

Ref: [DaffernFleet_SpellingInterventionPreprintVersion.pdf](#)

Assessment

“As in any other learning areas, the assessment of spelling should be fair, educative, valid, comprehensive, and varied (McMillan, 2000). It should also be embedded in, or closely linked to, the spelling curriculum. Multiple assessments need to be used to assess students’ spelling progress, and these need to be conducted on an ongoing basis to allow the teacher to build a clear and accurate understanding of each student’s learning. Thus, assessment should be seen as a process...”

Ref: [SP_Ch5.pdf](#) Oakley

Statutory assessment:

EYFS – writing and early reading

Year 1 phonics screening – statutory assessment

Year 2 phonics screening retest for those children who did not pass the threshold in year 1

Year 6 – SATs paper Spelling, punctuation and grammar (SPAG)

Internal assessment

- Headstart spelling paper year 3-6 for tracking progress
- Headstart spelling, punctuation and grammar yr 3-6 for tracking progress
- Past phonics screening assessments
- Past SATs papers for SPAG
- Spelling tests against the National curriculum word lists and also spelling patterns that have been taught to test recall and whether rules are embedded
- Error assessment in written work in English and across the curriculum

In Practice:

EYFS/KS1 (Y1–2)

- Daily systematic synthetic phonics (SSP) through Rocket Phonics programme for EYfS, Year 1 and Year 2 children. This includes segmenting, blending, encoding for spelling and sentence dictation. Ref: [Phonics | EEF](#)
- High-frequency exception words and simple suffixes e.g. -s, -es, -ed, -ing, -er, -est.
- Early morphology through meaning in simple families happy and unhappy, help and helpful.
- Spelling book use for spellings asked for and for reference as part of a self-checking strategy
- Prioritise language and topic vocabulary, integrate decoding and transcription, promote fluent transcription through handwriting
- Monitor the developmental progression of spelling automaticity

Ref: EEF Improving Literacy in Key Stage 1 [Improving Literacy in Key Stage 1 | EEF](#)

LKS2 (Y3–4)

- Consolidation of rules for prefixes and suffixes, homonyms, homophones and homographs
- Introduction of some Latin and Greek roots
- weekly spelling reviews (tests) and spelling book use for spelling errors and reference as a self-checking strategy
- dictations through the letterjoin handwriting programme
- Words from the statutory Y3/4 list
- Encourage dictionary and thesaurus use in KS2
- Monitor the developmental progression of spelling automaticity

Ref: [Improving Literacy in Key Stage 2 | EEF](#)

UKS2 (Y5–6)

- Fluent application of morphology, etymology, proof-reading strategies,
- Statutory Y5/6 list mastery
- Humanities technical vocabulary accurately used in all writing
- Book looks for application in context
- Pupil voice show strategies used checks in spelling book as a self-checking strategy
- Encourage dictionary and thesaurus use in KS2
- Monitor the developmental progression of spelling automaticity

Ref: [Improving Literacy in Key Stage 2 | EEF](#)

Other opportunities for spelling include early work activities such as:

- words within words
- explain word meanings or classes of words
- investigations – word sorting by suffix etc
- odd one out