Key Policy Features for Spelling at Place Farm

At Place Farm Primary School, we firmly believe that good spelling is an essential skill which allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of spelling strategies. Our pupils are given opportunities to explore and investigate the English language and its patterns so that they acquire deep knowledge about the English spelling system and that this learning endures.

As pupils move through our key stages, we strive for them to:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling

- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing

- write with confidence and creativity, while developing the skills to self-edit, correct and improve

- be imaginative, creative and challenge themselves

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

Spelling Curriculum Structure

The CUSP Spelling curriculum is organised into 2-week blocks, with each block covering a particular set of key concepts, including spelling patterns, etymology and morphology and reasoning about spelling. These blocks are made up of three lessons per week: 2 x 15 minute (minimum) discrete Spelling lessons and 1 x Spelling starter for the final Writing lesson of each week.

Systematic revisiting and incremental progression is inherently written into the long term sequence, both within and across year groups. Years 2-6 have 16 x 2-week blocks, leaving a small number of weeks for flexible content. This could include revisiting, assessment or enrichment. Year 1 has 6 blocks, which can be delivered during the Summer term to begin to build on pupils' strong foundation of phonics at this point.

Each block follows the same structure:

Sequence	Session 1	Session 2	Session 3 (within writing)	Home learning
Week 1	Teach new concept	Apply new concept	Reasoning and Spelling transfer	Essential word category study
Week 2	Etymology focus	Revisit previous concept	Correction Spelling transfer	Reasoning and correction exercise

Year Group Implementation

Year One

Year One pupils are explicitly taught spellings in the Summer Term only. This is to allow for the comprehensive teaching of phonics to take priority. The vast majority of pupils should develop strong foundations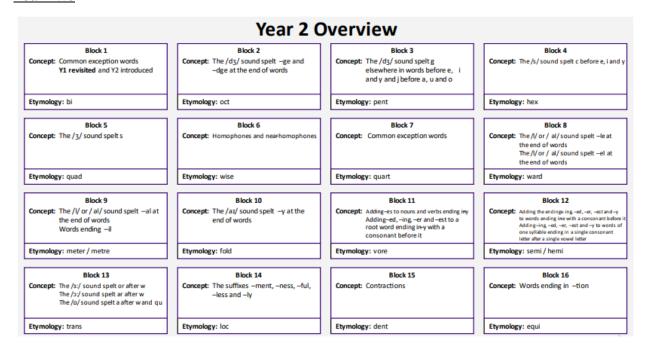 in their understanding of the alphabetic code before the end of Year 1. At this point, they are explicitly taught "pattern seeking" and reasoning of key statutory spelling and National Curriculum common exception words.

Year 1 Overview

Block 1	Block 2	Block 3
Concept: Common exception words	**Concept:** Adding –s and –es to words (plural of nouns and the third person singular of verbs)	**Concept:** Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word
Etymology: tri	**Etymology:** pre	**Etymology:** anti

Block 4	Block 5	Block 6
Concept: Adding –er and –est to adjectives where no change is needed to the root word	**Concept:** Common exception words	**Concept:** Adding the prefix –un
Etymology: cent	**Etymology:** multi	**Etymology:** chron

Year Two

Year 2 Overview

Block 1	Block 2	Block 3	Block 4
Concept: Common exception words **Y1 revisited** and Y2 introduced	**Concept:** The /dʒ/ sound spelt –ge and –dge at the end of words	**Concept:** The /dʒ/ sound spelt g elsewhere in words before e, i and y and j before a, u and o	**Concept:** The /s/ sound spelt c before e, i and y
Etymology: bi	**Etymology:** oct	**Etymology:** pent	**Etymology:** hex

Block 5	Block 6	Block 7	Block 8
Concept: The /ʒ/ sound spelt s	**Concept:** Homophones and near-homophones	**Concept:** Common exception words	**Concept:** The /l/ or / al/ sound spelt –le at the end of words The /l/ or / al/ sound spelt –el at the end of words
Etymology: quad	**Etymology:** wise	**Etymology:** quart	**Etymology:** ward

Block 9	Block 10	Block 11	Block 12
Concept: The /l/ or / al/ sound spelt –al at the end of words Words ending –il	**Concept:** The /aɪ/ sound spelt –y at the end of words	**Concept:** Adding –es to nouns and verbs ending in y Adding –ed, –ing, –er and –est to a root word ending in y with a consonant before it	**Concept:** Adding the endings –ing –ed, –er, –est and –y to words ending –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
Etymology: meter / metre	**Etymology:** fold	**Etymology:** vore	**Etymology:** semi / hemi

Block 13	Block 14	Block 15	Block 16
Concept: The /ɜː/ sound spelt or after w The /ɔː/ sound spelt ar after w The /ɒ/ sound spelt a after w and qu	**Concept:** The suffixes –ment, –ness, –ful, –less and –ly	**Concept:** Contractions	**Concept:** Words ending in –tion
Etymology: trans	**Etymology:** loc	**Etymology:** dent	**Etymology:** equi

N.B The conceptual load of the Year 2 Spelling curriculum, as outlined in the National programme of study, is significant. A huge body of new and complex content is introduced and this has to be carefully navigated to ensure that pupils secure knowledge to their long-term memory before their working memory is overloaded with new concepts. Many pupils carry misconceptions around the concepts that are introduced in KS1 as a result of insufficient opportunity to really embed this learning, for example word endings and homophones. Additional time has been given to studying these concepts in Year 3 and beyond to ensure that subsequent spelling knowledge builds on strong and secure foundations.

Year 3 Overview

Block 1	**Block 2**	**Block 3**	**Block 4**
Concept: Common exception words **KS1 revisited**	**Concept:** Adding –es to nouns and verbs ending in y; Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it **Y2 revisited**	**Concept:** Adding the endings –ing, –ed, –er, –est and –y to words ending in e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter **Y2 revisited**	**Concept:** Homophones and near-homophones **Y2 revisited**
Etymology: dec	**Etymology:** tele	**Etymology:** photo	**Etymology:** de

Block 5	**Block 6**	**Block 7**	**Block 8**
Concept: The suffixes –ment, –ness, –ful, –less and –ly **Y2 revisited**	**Concept:** Contractions **Y2 revisited**	**Concept:** Rare GPCs **Y2 revisited**	**Concept:** Words ending in –tion **Y2 revisited**
Etymology: uni	**Etymology:** kilo	**Etymology:** mill(e)	**Etymology:** fract

Block 9	**Block 10**	**Block 11**	**Block 12**
Concept: Y3/4 statutory word list	**Concept:** Adding suffixes beginning with vowel letters to words of more than one syllable	**Concept:** The /ɪ/ sound spelt y elsewhere than at the end of words	**Concept:** Homophones
Etymology: peri	**Etymology:** graph	**Etymology:** scrib	**Etymology:** aqua

Block 13	**Block 14**	**Block 15**	**Block 16**
Concept: Prefixes – un– (**revisited**), dis–, mis–, in–, il–, im–, ir–	**Concept:** The suffix –ation	**Concept:** The suffix –ly	**Concept:** The /ʌ/ sound spelt ou
Etymology: mech	**Etymology:** para	**Etymology:** dict	**Etymology:** phon(o)

Year 4 Overview

Block 1
Concept: Homophones **revisited**

Etymology: div

Block 2
Concept: The suffix –ly **revisited**

Etymology: mono

Block 3
Concept: Statutory word list

Etymology: poly

Block 4
Concept: Prefixes – dis–, mis–, in–, il–, im–, ir– **revisited**
re–, sub–, inter– , super–, anti–, auto–

Etymology: pro

Block 5
Concept: Adding suffixes **revisited**

Etymology: sign

Block 6
Concept: Statutory word list

Etymology: nym

Block 7
Concept: Words with endings sounding like /ʒə/ or /tʃə/

Etymology: circ (um)

Block 8
Concept: Words with endings sounding like /ʒən/

Etymology: arch

Block 9
Concept: Homophones

Etymology: struct

Block 10
Concept: Words with endings sounding like /ʃən/, spelt –tion, –sion, –ssion, –cian

Etymology: port

Block 11
Concept: The suffix –ous

Etymology: vert

Block 12
Concept: Statutory word list

Etymology: lat

Block 13
Concept: Words with the /k/ sound spelt ch
Words with the /ʃ/ sound spelt ch

Etymology: aero

Block 14
Concept: Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que

Etymology: hydr

Block 15
Concept: Words with the /s/ sound spelt sc

Etymology: aud

Block 16
Concept: Words with the /eɪ/ sound spelt ei, eigh, or ey

Etymology: ex

Year 5 Overview

Block 1
Concept: Y3/4 statutory word list **revisited**

Etymology: co / con / com

Block 2
Concept: Prefixes **revisited**

Etymology: min

Block 3
Concept: Suffixes **revisited**

Etymology: sect

Block 4
Concept: Homophones **revisited**

Etymology: var

Block 5
Concept: Words with endings sounding like /ʃən/, spelt –tion, –sion, –ssion, –cian **revisited**

Etymology: mari(ne)

Block 6
Concept: Words with endings sounding like /ʒə/ or /tʃə/ or /ʒən/ **revisited**

Etymology: tract

Block 7
Concept: Statutory word list

Etymology: micro

Block 8
Concept: Words with endings sounding like /ʃəl/ spelt –cial or –tial

Etymology: ject

Block 9
Concept: Endings which sound like / ʃəs/ spelt –cious or –tious

Etymology: vac

Block 10
Concept: Statutory word list

Etymology: ambi / amphi

Block 11
Concept: Homophones

Etymology: vis / vid

Block 12
Concept: Words ending in –ant, –ance /–ancy, –ent, –ence /–ency

Etymology: sol (alone)

Block 13
Concept: Statutory word list

Etymology: sol / lun

Block 14
Concept: Homophones

Etymology: form

Block 15
Concept: Words ending in –able and –ible
Words ending in –ably and –ibly

Etymology: term

Block 16
Concept: Homophones

Etymology: solv / solu

Year 6 Overview

Block 1	Block 2	Block 3	Block 4
Concept: Homophones **revisited**	**Concept:** Prefixes and suffixes **revisited**	**Concept:** Statutory word list	**Concept:** Endings which sound like / ʃəs/ spelt –cious or –tious and /ʃəl/ spelt –cial or –tial **revisited**
Etymology: bio	**Etymology:** scend	**Etymology:** quin	**Etymology:** hept / sept

Block 5	Block 6	Block 7	Block 8
Concept: Words ending in –ant, –ance /–ancy, –ent, –ence /–ency **revisited**	**Concept:** Words ending in –able and –ible Words ending in –ably and –ibly **revisited**	**Concept:** Statutory word list **revisited**	**Concept:** Words with the /i:/ sound spelt ei after c
Etymology: cred	**Etymology:** grad	**Etymology:** spec	**Etymology:** contra

Block 9	Block 10	Block 11	Block 12
Concept: Homophones **revisited**	**Concept:** Adding suffixes beginning with vowel letters to words ending in –fer	**Concept:** Words containing the letter -string ough	**Concept:** Words with 'silent' letters
Etymology: hem / haem	**Etymology:** ann(us)	**Etymology:** iso	**Etymology:** cav

Block 13	Block 14	Block 15	Block 16
Concept: Statutory word list **revisited**	**Concept:** *Flexible content*	**Concept:** *Flexible content*	**Concept:** *Flexible content*
Etymology: dur	**Etymology:**	**Etymology:**	**Etymology:**

National Curriculum statutory content

The National Curriculum outlines key statutory content, including specific patterns and words. CUSP Spelling addresses all of these concepts and more. Teachers will find these woven into the wider fabric of CUSP Spelling - these are not included as lists of words or concepts to be memorised by rote. Where statutory words are identified, these are studied through the same routines as any other spelling concepts - zooming into the tricky parts of words, seeking patterns, identifying clues and applying knowledge of these concepts into written contexts (e.g. dictation and error correction in independent writing).

As pupils master more advanced sound-spelling correspondences, many words that are labelled as 'common exception words' in the National Curriculum become decodable. For example, in Year 1, the word 'they' is identified as a common exception word but once pupils have learned that /ey/ is an alternative spelling for /ay/, it is no longer an exception.

Teacher support to develop Spelling practice

Teachers follow the CUSP spelling curriculum which is both teacher-facing and pupil-facing. This means that there is ample support for teachers to enable them to explicitly teach new concepts to pupils in each block of learning.

In each unit teachers will find the following resources to support their professional development, as well as their workload:

- Teaching slides
- Subject knowledge explainer videos
- Pre-made home learning activities
- Ongoing CPD video in the CUSP CPD library

Pupil Books

All pupils will have a spelling book where they will complete the tasks set during activities. They can use this as a reference book during written tasks throughout the curriculum.