



Essential Spellings

Years 2 –6 Summer Term 2022

- Trialling through Summer Term ready to begin from the start in September 2022 from beginning to end.
- Broken down into around 30 spelling sequences, each sequence is to be delivered over the week taught and is designed so that each sequence follows the previous sequence.
- Each daily session, four times weekly, is to take around 15-20mins.

Essential spellings (developed by Herts for learning), as a scheme, focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just a list of words given for that week. In the past we have used Rising Stars which plotted out the spelling rules taught but felt that as a school we needed to improve this area of our children's learning as it is still developing. This scheme fits wonderfully for Hempstalls as it follows the same process of our characteristics of a good learner.

It also provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. Throughout the document, the extended titles: **"Revisit, Explain, Use; Teach, Model, Define; Practise, Explore, Investigate; Apply, Assess, Reflect"** have been used to indicate the full purpose of each section.

Wherever possible, all children should take part in these parts of the sequence regardless of prior spelling attainment. The review section always tracks back to prior learning and the teach section introduces new learning as well as strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

The Teaching Process

1. The emphasis is on **review**, the focus here not on what have we been learning about in spellings this week? Instead being, what do our children already know to allow them to learn the new spelling sequence which they are being presented with? As well as this review, retrieval of previous strategies/patterns taught, they are shown these as ways to tackle new and unfamiliar words. This will enable them to make links and allow new sequences to 'stick'.

The scheme allows teachers to regularly use assessment for learning to allow adaptation for all children; beginning through the review stage by, for example, assessing previously covered words from a year group or phase prior, rules for spellings such as prefixes or suffixes. Then dependent upon whether minor gaps are evident or major gaps. The planning guidance has information in regards to this for the practice stage – for instance some of the children could be working on words from 2/3 (in year 5, major gaps) and some on 3/4 words (in year 5, minor gaps) for the practise. Whereas in the apply this allows the children to use the new strategy taught. Large gaps in certain areas could have been identified from the review and even from children's independent work, difficulties such as choosing the appropriate vowel, or how to add suffixes to words. They may be in the early stages of language acquisition or have cognitive difficulties. In these cases, you might like to focus on the **Major Gaps** section during the **Practise** and **Apply** parts of

the lesson. In rare cases, you may feel that it is more appropriate for certain children to tackle this work during the **Teach** section.

1. The **teach** part of the sequence. This next step is the explanation step; the teacher explains and shows how to use (guided practice) the new spelling pattern. There is a section in the planning pages providing essential knowledge to support practitioners in their planning process giving confidence in unpicking the learning for the lessons through small steps and the way this will be explained to the children.
2. The practise and apply sections give the children to opportunity to rehearse new spelling patterns taught and to put them into context for full understanding. Both are simple and self-explanatory, for practice several example resources are included and these could be adapted to work with other sequences. For apply the routine of this will follow a regular pattern requiring the children to discuss their learning and spell words through short dictations. Occasionally it will contain an extended writing activity to challenge the children to choose and use words independently and in context. These dictations will serve as assessment allowing the teacher to make the judgement of success for each child. This differs from the weekly spelling test with a 'one word' recall it will allow the teacher to recap words from previous weeks which will help children bring words from short term into long term memory.

Each year groups book begins with a suggested overview in the weeks that it will follow, we have already been teaching spellings so the first step is to highlight the spelling patterns already taught through your school year so far. Then identify gaps and find a starting point. You will then find the international phonetic alphabet (IPA) which will assist in the meaning of the sounds focussed on in the sessions and the correct pronunciation. Then your weekly plans are provided.

Planning a Sequence

Sequences are planned for you; each session is laid out in the individual sections and are reasonably easy to follow. You will need to explore how each weeks sequence fits for you. This could be planned out in a similar way to all other lessons and follow the four step process provided but split into four days worth or you could follow the four sections one per day. This will be a trial and error initially and I would like you to try it out. We will revisit and feedback after a few weeks to see how you are getting on. We would like to roll this programme out fully by September 2022. As the programme progresses through the school years, there are 'buffer zones' this is in place to ensure all the review has been covered before new rule is taught and knowledge has been retrieved to support new learning.



Revisit, Explain, Use

One session:

Revisit the soft c followed by e, i or y learnt in Y2, e.g. *city, face, space, cell, nicer, icy, fancy, dice, rice, once, twice*.

Present the above words on the board. What can the children tell you about these words? Elicit that they all have the letter c in them, making the phoneme 's'. Some of the words rhyme with each other (can they add to them, e.g. *lace, spice*?) Can the children come up with a rule or convention for soft c? (I.e. in English, soft c is only followed by the letters e, i or y.)

Can the children sort the words into three columns?

Now show children these words from the Y3/4 list: **accident, bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice**, plus the words *celebrate, ceremony, cyber, recipe*.

Does their rule fit these words too?

Children could work in pairs to write these words out, colouring in the different tricky parts. Present a selection of these soft c words on the board, blanking out three letters, including the soft c. Ask the children to try to rewrite the words in full. Compare answers with a partner. How did they get on?

Teach, Model, Define

Show the Y5/6 list words. Can children identify any words in the list that use the soft c spelling? **ancient, appreciate, cemetery, criticise, convenience, excellent, existence, hindrance, necessary, nuisance, prejudice, pronunciation, sacrifice, sincere (ly), sufficient** Which of these words have more of a "sh" than an "s" sound?

Support the children to group the words by creating analogies, e.g.:

hindrance, existence, sufficient, excellent, experience, nuisance, convenience, ancient

prejudice, sacrifice, nice, dice, notice

appreciation, pronunciation

centre, century, cemetery, necessary

criticise, exercise, decide

sincere, here

Show the children how to break the words up into syllables (ex-cell-ent) or useful letter strings – *exer-cise, exist-ence*.



Practise, Explore, Investigate

Invite children to use a dictionary to look up words beginning with *c*, where the *c* is soft like an *s*. Ask them to record these in three columns: *ce/ci* and *cy*. Do they notice any similarities between the words? Children could work in pairs and, choosing the ten most useful words from the list, they could underline and discuss the tricky part of each word and then test each other on the spellings. Did they remember the tricky part?

Can they add the words from the list they are working on (Y2 / Y3/4 or Y5/6), under the correct columns?

If needed follow the guidance from minor gaps and major gaps for children that need it.

Minor gaps

Revise words from Y3/4 list: **accident, bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice.**

Major gaps

Consolidate soft *c* such as *nice, ice, fancy, city, centre, face, space.*

Apply, Assess, Reflect

- Revisit learning and discuss any misconceptions. Children could work in small groups to create dictionary entries for these words, giving a meaning and an example sentence using the word for each entry.
- Can children write a paragraph for a news report entitled "The Bicycle Accident" that includes as many soft *c* words as they can squeeze in? Ask the children to underline and check each of these words in a partner's piece.

