Primary
National Strategy

Guidance

Curriculum and Standards

Year 2 and Year 3 Planning Exemplification and Spelling Programme

Year 2 and Year 3 teachers

Status: Recommended

Date of issue: 12-2003

Ref: DfES 0493-2003

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Introduction

This booklet combines the National Literacy Strategy planning exemplification which is on the DfES Standards website (www.standards.dfes.gov.uk) with a spelling programme for Years 2 and 3.

Progression in Phonics has accelerated the work in spelling for children in Foundation Stage and Year 1. *Progression in Phonics* and the Key Stage 2 Spelling bank do not address Year 2. This booklet serves to fill this gap and provide continuity between key stages.

The CD-ROM (DfES 0494-2003) attached to this booklet contains

Year 2 and Year 3 Planning Exemplification and Spelling programme

NLS medium-term planning
- Early Foundation Stage plans
- Later Foundation Stage plans
- NLS Intro
- Y1 plans
- Y2 plans
- Y3 plans
- Y4 plans
- Y5 plans
- Y6 plans

Target statements
- Reading target statements
- Writing target statements

Unit plans Y2T3 with full resources

Unit plans Y3T1 with full resources

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Year 2 and Year 3 medium-term planning

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An example of Key Stage 1 and 2 medium-term planning – rationale

An effective medium-term plan:

- assembles the text, sentence and word level objectives into coherent (mostly two-week) units;
- recognises that some sentence and word level objectives will be taught discretely and others will be integrated into the theme of the unit;
- includes all objectives from the NLS Framework, repeating some as appropriate;
- indicates texts to be studied and pupil outcomes for each unit of work;
- indicates related speaking and listening emphases;
- orders the units in the term's timetable to make explicit links to related work in other curriculum areas;
- assumes the teacher will be reading a novel (or other texts) to the class on a regular basis outside the literacy hour throughout the term.

These units were assembled as follows:

- The related reading and writing text level objectives were clustered into themes – generally on the basis of text-type into approximately six/seven blocked units per term, of an average length of two weeks.
- The range of texts was added and suitable outcomes decided as suggested by the objectives. These outcomes are intended as suggestions for the tangible 'end product' of the unit that the children are motivated to complete, e. g. a piece of writing, a discussion, presentation, debate, reading journal entry. These are related to, but distinct from 'learning outcomes' which are linked to the teaching objectives and also to specific curriculum targets for the class, group or individual.
- Those sentence and word level objectives that directly and specifically supported the text level objectives in each unit were added and then further sentence level objectives were allocated to provide balanced coverage. Teachers may wish to relocate some of the word and sentence level objectives once they have decided the running order of the units and chosen texts.
- The word level objectives were allocated so that, depending on the key stage, all aspects of word level (e.g. phonics, spelling, vocabulary, handwriting) were addressed in most units, and all aspects of spelling (rules/conventions, strategies, practice and proofreading) were covered in every unit.

  In Key Stage 1, the 'phonological awareness, phonics and spelling' objectives have been replaced by *Progression in phonics* steps. The remaining word level objectives have been grouped as follows:

  i) word recognition, graphic knowledge and spelling;
  ii) vocabulary extension;
  iii) handwriting.

  In Key Stage 2, word level objectives are grouped as follows:

  i) spelling conventions and rules;
  ii) spelling strategies;
  iii) vocabulary extension;
  iv) handwriting.

- A limited number of speaking and listening emphases, drawn from the reading and writing text level objectives, were constructed so that there was progression and coverage through the years.

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In these medium-term plans the units are generally set out in the order in which the main text level objectives are listed in the NLS *Framework.* The units are not placed in a recommended running order, although in Key Stage 1, where there are two parts (e. g. Narrative 1 and 2), part 2 should not precede part 1. Each teacher will therefore need to decide the order on the basis of a number of considerations. These might include the following:

- Cross-curricular links: any unit may be placed to coincide with teaching in another subject to be used as a stimulus for writing. Non-fiction units may be placed so that the text-type is taught before being applied in another subject or so that the content from the other subject is the basis of the writing in the English lesson.
- Reading a class novel could begin during a poetry or non-fiction unit, so that the novel is well underway before using it in a narrative unit; on the other hand, there may be reasons for starting to read the novel to coincide with the beginning of a narrative unit, e. g. if the objective is on 'openings'.
- Building up learning, for instance a poetry unit in which figurative language is covered may be followed by a narrative unit where this knowledge could be used.
- Linking outcomes to other events: in the summer term for Years 4 and 5 suggested outcomes include entries in the *Write Here Write Now 2003* writing awards. Full details are available on the *Write Here Write Now* web site at www.writehere.org.uk or can be requested from the helpline on 0163 472 9825.

Key

PiP: Progression in phonics (DfES 0604/2001)
DEW: Developing early writing (DfES 0055/2001)
SB: Spelling bank (KS2) (DfES 0086/2001)
GfW: Grammar for writing (DfES 0107/ 2000)

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An example of Year 2 medium-term planning Term 1

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some word and sentence level objectives to different units.
- Word level objectives: *Progression in phonics* (PiP) step 7 replaces word level objectives 1-3. The remaining phonics objectives are grouped with bullet (i) under 'word recognition, graphic knowledge and spelling'. Bullets (ii) and (iii) refer to 'vocabulary extension' and 'handwriting' respectively.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 3, 4, 6, 9, 11	1, 2, 3, 4, *DEW* p.132-133	***PiP step 7*** i) 4, 5, 7 (ing), 8, 9 ii) 10 iii) 11	2	• Stories with familiar settings	• Oral and written retelling
Poetry	1, 2, 7, 8, 9, 12	1, 3, 4, 5, *DEW* p.134-135	***PiP step 7*** i) 6, 7 (ed), 9 ii) 10 iii) 12	2	• A variety of poems with familiar settings	• Class anthology • Presentation of a favourite poem • Poetic lines, patterns, idea combinations • Poems
Non-fiction 1: Instructions	1, 2, 9, 13, 14, 15, 16, 18	1, 2, 4, 5	***PiP step 7*** i) 6, 7 (ed), 9 ii) 10 iii) 11	2	• Instructions	• Simple instructions
Narrative 2 including *DEW* Unit 10 'At the Seaside'	1, 2, 4, 5, 9, 10, 11	1, 2, 3, 4, 5, *DEW* p.132-133	***PiP step 7*** i) 6, 7 (s), 9 ii) 10 iii) 12	3	• Stories	• Story
Non-fiction 2: Instructions including *DEW* Unit 11 'Planting Beans'	1, 2, 9, 13, 14, 15, 16, 17, 18	1, 4, 5, 6, *DEW* p.136-137	***PiP step 7*** i) 4, 5, 7 (s), 8, 9 ii) 10 iii) 12	2/3	• Instructions	• Instructions containing diagrams

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An example of Year 2 medium-term planning

Term 2

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some word and sentence level objectives to different units.
- Word level objectives: *Progression in phonics* (PiP) step 7 replaces word level objectives 1-3. The remaining phonics objectives are grouped with bullet (i) under 'word recognition, graphic knowledge and spelling'. Bullets (ii) and (iii) refer to 'vocabulary extension' and 'handwriting' respectively.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 4, 6, 7, 12, 14	1, 2, 3, 4, 5, 6, 8, *DEW* p.134-135 *DEW* p.140	***PiP step 7*** i) 4, 6 ii) 11 iii) 12,14	2	• Traditional stories with predictable and patterned language	• Retelling of stories; profile of character in story, e.g. 'wanted' poster
Poetry	1, 2, 8, 9, 10, 11, 12 15	1, 3, 8, *DEW* p.142-143	***PiP step 7*** i) 4, 7+9, 8 ii) 11 iii) 13, 14	2	• Poems from other cultures with predictable and patterned language • Poems by significant children's poets	• Class collection of poems by children • Own poems and presentation of own poems
Categorising alphabetically	16, 17, 18, 20		***PiP step 7*** i) 3, 6 ii) - iii) 13, 14	1	• Dictionaries, glossaries, indexes and other alphabetically ordered texts	• Class dictionary or glossary
Narrative 2 including *DEW* Unit 12 'Traditional Stories'	1, 2, 3, 4, 5, 12, 13, 14	1, 2, 3, 4, 5, 8, 9, *DEW* p.138-139 *DEW* p.142-143	***PiP step 7*** i) 5, 7+9, ii) 10 iii) 13, 14	3	• Traditional stories from cultures	• 'Traditional' tale
Explanation including *DEW* Unit 13 'Explanations and Glossaries'	19, 20, 21	1, 3, 4, 7, *DEW* p.141	***PiP step 7*** i) 5, 6, 8 ii) 10 iii) 13, 14	2	• Explanations	• Flowchart or diagram to explain a process

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An example of Year 2 medium-term planning

Term 3

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some word and sentence level objectives to different units.
- Word level objectives: *Progression in phonics* (PiP) replaces word level objectives 1-3. The remaining phonics objectives are grouped with bullet (i) under 'word recognition, graphic knowledge and spelling'. Bullets (ii) and (iii) refer to 'vocabulary extension' and 'handwriting' respectively.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 4, 5, 9, 10	1, 2, 3, 5, *DEW* p.138-139 *DEW* p.144-147	***PiP step 7*** i) 2, 4, 7 ii) 9 iii) 11, 12	3	• Different stories by the same author	• Story
Non-fiction 1	1, 2, 9, 13, 14, 15, 16 18, 20	1, 4, 6, *DEW* p.142-143, *DEW* p.148-149	***PiP step 7*** i) 2, 4, 6 ii) 9 iii) 11, 12	2	• Information books	• Information text
Poetry including *DEW* Unit 14 'Nonsense Verse'	1, 2, 6, 8, 9, 11	1, 2, 3, *DEW* p.134-135, *DEW* p.138-139	***PiP step 7*** i) 2, 5+8, 7 ii) 9 iii) 11, 12	2	• Texts with language play, e.g. riddles, tongue-twisters, humorous verse	• Class anthology • Humorous verses
Narrative 2	1, 2, 3, 5, 7, 9, 12	1, 2, 7, *DEW* p.148-149	***PiP step 7*** i) 3, 5+8, 6 ii) 9, 10 iii) 11, 12	2	• Extended stories by significant children's authors	• Retelling stories orally • Reading journal
Non-fiction 2: Report including *DEW* Unit 15 'Non-chronological report'	1, 2, 9, 17, 19, 21	1, 4, 5, *DEW* p.144-147	***PiP step 7*** i) 5+8, 7 ii) 9, 10 iii) 11, 12	2/3	• Non-chronological reports	• Notes • Non-chronological report

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An example of Year 3 medium-term planning

Term 1

- These units can be taught in any order and some word and sentence level objectives may need to be rearranged.
- In some copies of the NLS *Framework for teaching*, the numbering of the Year 3 Term 1 text level objectives varies. The numbering here refers to the web version.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative: setting	1, 8, 9, 11, 12, 16 (GfW 8)	1, 6, (*GfW* 3),10,11, 12 (*GfW* 6)	i) 5, 6, 7 ii) 1, 4 iii) 13, 15 iv) 20	2	• Stories with familiar settings	• Story with setting
Narrative: dialogue	2, 3, 9, 10, 16 (*GfW* 8)	1, 2, 4, (*GfW* 2), 7, 8 (*GfW* 4)	i) 5, 6, 7, ii) 2, 8 (SB p.4, p.62) iii) 14, 16, 18, 19 iv) 21	2	• Stories with familiar settings and plays	• Story with dialogue
Plays	4, 5, 15	1, 2, 3, (*GfW* 1), 7 (*GfW* 4), 10	i) 5, 6, 7, ii) 3, 9 (SB p.5) iii) 13, 14, 15 iv) 20	2	• Oral and written plays	• Perform simple playscripts
Poetry	6, 7, 8, 9, 13, 14	1, 6 (*GfW* 3)	i) 5, 6, 7 ii) 1, 4, 10 (SB p.6) 11 (SB p.7), 12 iii) 13, 16, 17, 18 iv) 21	2	• Poems based on observation and the senses	• Poetry presentation • Poem
Fact and fiction	17, 18	1, 3, 5 (*GfW* 1), 9 (*GfW* 5), 10	i) 5, 6, 7 ii) 3, 10, 11 (SB p.6-7) 12 iii) 13 iv) 20	1	• Information books on topics of interest	• Evaluation of non-fiction texts
Reports	18, 19, 20, 21, 22 (*GfW* 9)	9 (*GfW* 5), 13 (*GfW* 7)	i) 5, 6, 7 ii) 1, 4, 10 (SB p.6) iii) 13, 14, 15 iv) 21	2	• Non-chronological reports	• Notes • Reports linked to another curriculum area

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An example of Year 3 medium-term planning

Term 2

- These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative: themes	2, 3, 7, 8, 9,	2, 3, (*GfW* 10),6, 7	i) 5, 6, 7 ii) 1, 4, 8 (*SB* p.8+9), 12 (*SB* p.12) 15 (*SB* p.15) iii) 17, 24 iv) 25, 26	3	• Myths, legends and parables with related themes	• A fable or myth with a 'moral message'
Narrative: plot	1, 6, 7, 9, 10	4, 5 (*GfW* 11)	i) 5, 6, 7, ii) 2, 9 (*SB* p.10), 11 iii) 18, 19, 22, 23 iv) 25, 27	2	• Traditional stories, stories with related themes	• Plan and write an alternative 'traditional' story
Poetry	4, 5, 11	1, 9	i) 5, 6, 7 ii) 3, 9 (*SB* p.10), 10 (*SB* p.11), 11 iii) 17, 18, 19, 20, 21 iv) 25, 26	2	• Oral and performance poetry from different cultures	• Poetry presentation
Non-fiction: note-taking and instructions	12, 13, 14, 15, 16, 17	8 (*GfW* 12), 9 (*GfW* 13), 10, 11 (*GfW* 14)	i) 5, 6, 7 ii) 1, 4, 12 (*SB* p.12), 13 (*SB* p.13), 14 (*SB* p.14), 15 (*SB* p.15), 16 iii) 17, 18, 19, 20, 21, 22, 23 iv) 25, 27	2	• Instructions • Dictionaries and thesaurus without illustrations	• Notes related to another curriculum area • Instructions

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An example of Year 3 medium-term planning

Term 3

- These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative: plot	1, 2, 10, 11, 13	1, 4 (*GfW* 16),5 (*GfW* 17), 6 (*GfW* 18)	i) 5, 6, 7 ii) 1, 4, 8 (*SB* p.16), 9 (*SB* p.17) 10 (*SB* p.18) iii) 12, 13, 15 iv) 17	3	• Adventure/mystery stories	• Story (focus on sequence)
Narrative: perspective/ character	3, 4, 5, 12	2 (*GfW* 15), 3 (*GfW* 15), 4 (*GfW* 16)	i) 5, 6, 7, ii) 2, 11 (*SB* p.19) iii) 13, 16 iv) 17, 18	2	• Range of stories	• Adventure/mystery story
Poetry	6, 7, 15, 21	1	i) 5, 6, 7 ii) 3, 11 (SB p.19) iii) 12, 14 (*SB* p.20) iv) 17	1	• Range of poetry including humour	• Poem
Authors	1, 8, 9, 14	5 (*GfW* 17)	i) 5, 6, 7 ii) 1, 4, 9 (*SB* p.17), 10 (*SB* p.18) iii) 12, 14 iv) 18	2	• Stories by same author	• Reading journal
Note-taking and letters	16, 20, 21, 22, 23, 25, 26	1, 3 (*GfW* 15), 6 (*GfW* 18), 7 (*GfW* 19)	i) 5, 6, 7 ii) 3, 11 (*SB* p.19) iii) 12, 16 iv) 17, 19	3	• Range of texts including letters	• Letter • An account presented in a variety of forms
Alphabetical text	17, 18, 21, 24	7 (*GfW* 19)	i) 5, 6, 7 ii) 2, 8 (*SB* p.16) iii) 12, 15 iv) 19	2	• Alphabetical texts	• Alphabetical text including IT texts linked to other curriculum area

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Teaching sequence

for shared reading and writing through a unit

Introduction to text	• establishing purpose for reading; • e.g. activating prior learning, experience or reading; • e.g. predicting content of book from cover and title.
Reading strategies • applying the searchlights model; • techniques to navigate texts; • comprehension strategies;	• the 'searchlights': phonic skill and knowledge, graphic knowledge, context, word recognition; fluency; • e.g. skimming, scanning, paragraphs and topic sentences, page layout; • e.g. predicting, deducing, inferring, speculating, making connections. Children use all of these strategies when they read. However, in Key Stage 1, the teaching focus is mostly on the basic skills toolkit, moving into a focus on navigating techniques in Years 3 and 4 and comprehension strategies in Years 5 and 6. It is important that the teacher demonstrates the use of a new strategy. For instance, you could demonstrate how to scan a paragraph looking for a specific fact, thinking aloud as you do so. Then tell the children a fact and ask them to scan for it. Ask the children to tell the class the process they went through.
Response to text	• e.g. likes and dislikes, what puzzles you and questions you would like to ask the author.
Development of specific reading objective(s)	• e.g. Year 4 Term 1 T1 to identify social, moral or cultural issues in stories, and to discuss how the characters deal with them; to locate evidence in text.
Analysing text (reading for writing)	• analysing texts for structural and language features; • deriving principles of effective writing from these text models. This is an investigative activity which you would do in shared reading and then ask the children to repeat in pairs using another text during independent time. Their conclusions would be brought back to the plenary.
Introduction to writing (on the basis of specific writing objective)	• gathering content for writing or transferring it from another curriculum area, for either fiction or non-fiction writing or stimulating writing through experience or discussion; • deciding purpose and audience for writing and choosing the form of writing to fulfil purpose and match audience.
Writing process planning, drafting, revising, editing	Here the children are applying the principles they gleaned from their analysis of texts. They plan using the knowledge they have of text structure. When they compose (draft and revise) they use the sentence structures and language features to convey their meaning effectively. They are also applying their word level learning (drafting and editing). The use of demonstration, scribing and supported composition as described in *Grammar for Writing* is well established as a series of teaching strategies for teaching **drafting.** These strategies are equally important for teaching **planning** and could be used in teaching **revising** and **editing.**

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YEAR 2 Target statements for reading

As for Year 1 and:

Word recognition and phonic knowledge	• Read, on sight, words for YR from Appendix list 1 in the NLS *Framework* and other familiar and important words • Recognise the full range of vowel digraphs and trigraphs • Identify syllables in order to read polysyllabic words • Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context
Grammatical awareness	• Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks
Use of context	• Make predictions using experience of reading books written by the same author or based on similar themes • Use an understanding of the structures of non-chronological reports and explanations to make predictions
Knowing how texts work	• Make comparisons between books noting similarities and difference, e.g. layout, theme, characters, settings • Understand how to use alphabetically ordered texts to retrieve information • Gain an overall impression of a text by making predictions about content/subject of a book by skim-reading, title, content, illustrations
Interpretation and response ***Literary text*** ***Non-fiction***	• Go beyond own experience or general impression and refer to text to explain meaning • Make simple inferences about thoughts and feelings and reasons for actions • Identify key themes and discuss reasons for events in stories • Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere • Generate questions before reading and use bibliographic knowledge to help retrieve specific information • Evaluate the usefulness of the information in a particular text for answering questions
Attitude	• Make choices about which texts to read based on prior reading experience and bibliographic knowledge • Respond to text discussing preference with reference to favourite characters, and books with similar themes

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YEAR 3 Target statements for reading

As for Year 2 and:

Word recognition and phonic knowledge	• Recognise a range of prefixes and suffixes to construct the meanings of words in context • Recognise the function of the apostrophe for omission and pronounce contracted forms correctly • Recognise the full range of consonant digraphs, e.g. ***kn, wr, ph***
Grammatical awareness	• Read aloud with intonation and expression taking account of punctuation, e.g. commas to mark pauses and grammatical boundaries • Understand how pronouns in 1st, 2nd, 3rd person forms are used in sentences and apply this information to maintain understanding when reading • Understand how dialogue is punctuated and laid out and read with appropriate expression
Use of context	• Know how knowledge is used to create effects, e.g. adjectives and adverbs for description and use to create detailed mental images • Use bibliographic knowledge, e.g. indexes to scan texts and locate specific information
Knowing how texts work	• Understand the difference between prose and playscript • Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts • Understand how to use indexes to locate specific information
Interpretation and response ***Literary text*** ***Non-fiction***	• Explore underlying themes and ideas, making clear reference to text • When reading aloud show awareness and understanding of the different voices in stories • Discuss the actions of the main characters and justify views using evidence from the text • Identify the main point and summarise orally the content of a passage of text • Use notes to summarise the main points from a passage or text • Evaluate the usefulness of information, e.g. follow instructions to see if they work
Attitude	• Sustain silent reading to include longer, more complex texts • Draw on knowledge of authors and types of books they write to inform choices • Read aloud confidently to an audience, e.g. playscript, a performance poem or favourite passage from a selected text

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YEAR 4 Target statements for reading

As for Year 3 and:

Word recognition and phonic knowledge	• Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context
Grammatical awareness	• Read aloud with intonation and expression taking account of punctuation, e.g. commas, dashes, hyphens • Use knowledge of how commas, connectives and full stops are used to join and separate clauses to maintain fluency and understanding when reading • Apply knowledge of the different uses of the apostrophe to maintain understanding
Use of context	• Understand narrative order and chronology, tracking the passing of time in stories • Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text
Knowing how texts work	• Understand how chapters and paragraphs are used to collect, order and build up ideas • Make use of non-fiction features, e.g. contents to scan, assess for relevance for intended purpose • Identify the features of different types of text, e.g. newspaper reports, non-chronological reports, explanations, persuasion and ICT texts and use appropriate reading strategies, e.g. scrolling through an ICT text
Interpretation and response	• Identify and discuss issues locating evidence in the text
Literary text	• Interpret the effect the choice of language has to create moods, build tension, etc. • Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension, etc. • Respond critically to issues raised in stories, locate evidence in text, and explore alternative courses for action and evaluate the author's solution
Non-fiction	• Prepare for factual research by evaluating what is known and locating relevant source to use • Evaluate specific texts with reference to text types, e.g. is an advert successful at persuading? • Distinguish between fact and opinion and recognise the point of view being presented in a text
Attitude	• Develop different reading styles for different text types, e.g. sustained silent reading for longer fiction and close reading for non-fiction • Describe and review own reading habits • Take part in peer group discussion on books

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YEAR 2 Target statements for writing

As for Year 1 and:

Phonics and spelling	• Spell two-syllable words, e.g. *sometimes*, including some words with prefixes and suffixes. • Spell the ends of regular past tense verbs with *ed.* • Spell all the words in Y1/ Y2 list in Appendix List 1 in the NLS *Framework*.	**WORD**
Handwriting	• Use the four basic handwriting joins with confidence in independent writing.	
Style: language effects	• Consider and select from alternative word choices. • Give detail to engage reader.	**SENTENCE**
Style: sentence construction	• Write simple sentences (using some prepositions). • Begin to use conjunctions to write compound sentences. • Use sentences from texts as models for writing.	
Punctuation	• Punctuate some sentences in the course of writing, using capital letters, full stops and question marks. • Begin to use commas in lists.	
Purpose and organisation	• Write a recount or narrative in sentences using connectives that signal time, e.g. *then, after, before, meanwhile*. • Begin to show some consistency in use of 1st or 3rd person and tense. • Apply knowledge of story elements such as setting, dialogue, characterisation, story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense. Give sufficient detail to engage reader's interest. • Begin to show some characteristics of chosen form, e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas.	**TEXT**
Process	• Write initial jottings, notes and ideas before writing. • Rehearse sentences, and adapt and re-read during writing to identify where improvements might be made and to spot errors.	

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YEAR 3 Target statements for writing

As for Year 2 and:

Phonics and spelling	• Attempt to spell unfamiliar words using known conventions and rules and a range of strategies including phonemic, morphemic and etymological. • Spell words containing common prefixes and suffixes, e.g. *un-, dis-, -ly*, *-ful.* • Spell inflected forms of words containing short vowel, doubling the final consonant where necessary, e.g. *win – winning, beg – begged.*	**WORD**
Handwriting	• Write legibly with a joined hand, maintaining consistency in size and spacing.	
Style: language effects	• Use interesting vocabulary; vary use of adjectives and verbs for impact. • Select nouns to be specific, e.g. *poodle* rather than *dog*. • Use terminology appropriate to text type.	**SENTENCE**
Style: sentence construction	• Write simple and compound sentences. • Begin to use some subordinators, e.g. *if, so, while, though, since.* • Vary openings of sentence to avoid repetition.	
Punctuation	• Demarcate sentences in the course of writing, using full stops, capital letters, question and exclamation marks, usually accurately. • Begin to use speech marks and capital letters for a range of purposes. • Secure the use of commas in a list.	
Purpose and organisation	• Use 1st or 3rd person and tense consistently. • Use a range of connectives that signal time. • Vary story openings to create effects, such as building tension and suspense, creating moods, establishing character and scene setting. • Begin to address reader, for instance by using questions in non-fiction. • Write narrative with a build-up and with complication that leads towards a defined ending, using a paragraph for each. • In non-fiction, begin using basic structure, e.g. introductory and concluding statements in non-chronological reports. • Sequence sentence to extend ideas logically. • Use language and structures from different text types for own writing.	**TEXT**
Process	• Generate and collect suitable words and phrases before writing. • Use different planning formats, e.g. charting, mapping, flow charts, simple storyboards. • Make and use notes. • Identify and consider audience and how this affects writing. • Mentally rehearse writing, and cumulatively re-read, making adaptations and corrections. • Be able to improve own writing and correct errors. • Use IT to polish and present.	

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YEAR 4 Target statements for writing

As for Year 3 and:

Spelling	• Attempt to spell unfamiliar words using known conventions and rules, and a range of strategies including phonemic, morphemic and etymological. • Spell the words for Y4 in Appendix List 2 in the NLS *Framework*. • Distinguish the spelling of common homophones, e.g. hear and here. • Use the dictionary to check spelling of words. • Use the apostrophe for omission.	**WORD**
Handwriting	• Use fluent joined handwriting for all writing except where other special forms are required.	
Style: language effects	• Use adjectives and adverbs selectively to create variety and add interest. • Use powerful verbs to show character or add impact. • Use language precisely and selectively in relation to text types, for instance to persuade or convey information.	**SENTENCE**
Style: sentence construction	• Write simple and compound sentences and begin to use relative clauses. • Vary sentences showing characteristics of chosen form, adding phrases to enhance meaning.	
Punctuation	• Demarcate at least half of a written composition correctly, using the Y3 range of punctuation marks. • Begin to use the apostrophe for possession. • Use commas to separate phrases and clauses within sentences. • Use punctuation effectively in a range of text types.	
Purpose and organisation	• Maintain consistent person and tense. • Use main features of story structure to organise events, varying opening, build-ups, conflicts and endings. • Use setting and characterisation to engage reader's interest, such as using the weather to create atmosphere. • In non-fiction, use basic features of text types, such as introductory statements, followed by clear points leading to a conclusion. • Use paragraphs to structure narrative, for instance isolating an initiating event or introduction. Use appropriate layout conventions for non-fiction. • Show imagination through use of detail (e.g. to describe setting, build tension or show character's feelings or motives), creating interest, humour or suspense. • In non-fiction, attempt to interest, instruct, persuade or amuse the reader.	**TEXT**
Process	• Use different ways to plan writing, e.g. notes, diagrams, etc. • Mentally rehearse writing and re-read as a matter of habit. • Edit in relation to audience and purpose, enhancing or deleting, justifying choices.	

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Year 2 Term 3 Unit Non-fiction 2: Reports

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Introduction

The aim of this unit of work is to teach children how to read and write non-chronological reports. The context is work in another area of the curriculum. The children start by predicting the contents and skimming information books, then posing questions ahead of reading. They analyse the features of report texts and practise note taking by reading books on a range of subjects. A format for report writing is produced, based on texts that the children have read and analysed. They then return to the theme of babies and toddlers. The teacher demonstrates how to carry out research from a range of sources, make notes and write a report. The children are given their own area to research and each write their own report to contribute to a class book on 'Looking after babies and toddlers'.

This unit is based on Unit 15 of *Developing Early Writing* and is specifically linked to the QCA science scheme of work, Unit 2A, 'Health and growth'. The unit is designed to run parallel with a later part of the science unit, which focuses on babies and toddlers. In their science lessons children will be recording, in a variety of ways, how a baby and toddler need to be looked after and explaining why this is necessary. They will be asking questions about the differences between a baby and toddler in order to make comparisons. Children will be able to use this information as they write their reports, comparing babies and toddlers, in the literacy hour. In the first week, they will read and analyse report texts on a range of subjects in literacy, whilst finding out about babies and toddlers in science. This information informs note making and planning in the second week, then the reports are written in the third week.

For those schools which do not cover this science subject matter during Year 2 Term 3, any other content material that uses information texts and requires the writing of a non-chronological report would be suitable, e.g. QCA geography, Year 2, Unit 4 'Going to the seaside' or QCA history, Year 1 or 2, Unit 3 'What were seaside holidays like in the past?'

Unit plan

The plan of the unit (pages 26–27) is based on the teaching sequence, which begins by exploring the reading objectives and then moves into writing (see page 14 for an explanation of the teaching sequence). An additional teaching sequence for spelling plots a route from learning and practising the conventions of spelling through to learning how to use strategies for spelling in the context of common irregular words and cross-curricular words for 'Babies and toddlers'. The sequence concludes with learning how to proofread. How the two teaching sequences map on to the objectives is shown on page 25. Some sentence and word level objectives are integrated into the shared text work; others are taught discretely. There is extensive use made of sentence level units G and H from *Developing Early Writing*. Speaking and listening are essential components of all teaching and learning but are given a particular focus in some elements of the plan. Guided reading and writing sessions are not specifically covered as it is expected that teachers will plan differentiated activities based on the needs of their own classes. Some of the lesson notes have suggestions for guided sessions where support for a particular group would be appropriate.

This plan, written to the Year 2 Term 3 NLS objectives and QCA schemes of work, anticipates the learning needs of most children in the year group. It needs adapting to each class to cater for the individual needs of some children.

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Resource sheets

These include a range of materials to support the lessons, providing teacher reference materials and resources for the children to use and can be found on the website (www.standards.dfes.gov.uk). Resource sheet 16 is an annotated version of a report text, showing the key points for teaching the objectives. This can form the basis of shared writing sessions or can be adapted if necessary.

Teachers may wish to change these resources to adapt to a different curriculum area or customise some resource sheets to suit the needs and interest of their classes. For this purpose, a word version of these materials is available on www.standards.dfes.gov.uk/literacy.

Transition

This unit has been designed to be used to bridge the transition between Key Stages 1 and 2. The exemplified unit with which it links is the Year 3 Term 1 report unit 'Teeth and eating'.

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NLS Framework objectives

Unit: Non-fiction 2: Reports **(including DEW Unit 15)** **Duration:** 2/3 weeks	**Text(s):** Non-chronological reports **Outcomes:** Notes; non-chronological report	
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; ***T14*** *to pose questions and record these in writing prior to reading non-fiction to find answers;* **T17** to skim-read title, contents page, illustrations, chapter headings and sub-headings, to speculate what a book might be about; **T19** to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing; **T21** to write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x ...; They live in x ...; the A's have x ...; but the B's ...*, using appropriate language to present, sequence and categorise ideas. **Speaking and Listening emphases** a. From skim-reading title, etc., speculate what book might be about. b. Pose questions. c. Discuss and use appropriate language to present, sequence and categorise ideas.	**Pupils should be taught:** **S1** to read text aloud with intonation and expression appropriate to the grammar and punctuation; **S4** to use commas in lists (DEW Unit G); **S5** to write in clear sentences using capital letters and full stops accurately (DEW Unit H); ***S6*** *to turn statements into questions, learning a range of 'wh' words typically used to open questions: what, where, when, who and to add question marks.*	**– PiP Step 7 –** **Pupils should be taught:** **W5** for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W7** to spell words with common suffixes, e.g. *-ful*, *-ly*; **W8** to spell common irregular words from Appendix List 1; **W9** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W10** to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing; **W11** to practise handwriting in conjunction with the phonic and spelling patterns above; **W12** to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: • diagonal joins to letters without ascenders, e.g. *ai*, *ar*, *un*; • horizontal joins to letters without ascenders, e.g. *ou*, *vi*, *wi*; • diagonal joins to letters with ascenders, e.g. *ab*, *ul*, *it*; • horizontal joins to letters with ascenders, e.g. *ol*, *wh*, *ot*. Additional text and sentence level objectives have been included as revision, and appear in italics

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Summary of unit (15 days)

Text teaching sequence				Spelling teaching sequence			
Day(s)	**Text, sentence and S&L**	**Objective**	**Activity**	**Day(s)**	**Spelling**	**Objective**	**Activity**
1–2	Introduction to reading	T14, T17, S6, S&L a, b	Pose questions before reading.	2	Convention	W7 PiP step 7	Investigate spelling of words with common suffixes.
3–4	Reading	T1, T2, T19 W5	Read reports from other curriculum areas and make notes. Use appropriate intonation and expression to clarify meaning.	3	Practise convention	W7, T9 PiP step 7	Practise spelling words with suffixes: *-ful, -ly*.
5	Analysis of text	T14, T17, W5, S&L a, c	Identify and explain features of a report.	4	Strategies for spelling common irregular words	W8 PiP step 7	Identify the tricky bits in common irregular words.
6–8	Introduction to writing	T17 T19, T21 S4 (DEW Unit G) W9, W10	Research a particular area using more than one source of information. Write notes and categorise information in preparation for writing own reports. Use commas to separate items in a list. Investigate the use of synonyms in context of area being researched.	7–8	Practise using strategies	W7, W8, T9, PiP step 7	Practise writing common irregular words and words with suffixes.
9–13	Writing process	T21 T21, S5 T21, T9, S4, S5, S6 S5 (DEW Unit H)	Demonstrate how to write a non-chronological report. Write independently based on own notes and using features of report text. Proofread and revise. Practise writing in complete sentences when answering questions.	9 12 13	Strategies for spelling cross-curricular words Practise using strategies Proofreading	W9 PiP step 7 W9, T9, PiP step 7 T9	Identify the tricky bits in cross-curricular words related to subject of reports. Practise spelling cross-curricular words. Demonstrate how to proofread and apply to independent writing.
14		T21, S5	Compile book and add further features of report texts.	14	Practise using strategies	W7, W8, W9 T9	Do spelling dictation to practise using all strategies to spell words from the unit.
15	Review	T14, S6, S&L b	Pose questions and use class features to find answers. Review learning and assess progress.				

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Unit plan: Year 2 Term 3 reports

Speaking and Listening emphases

a. From skim-reading title, etc., speculate what book might be about.

b. Pose questions.

c. Discuss and use appropriate language to present, sequence and categorise ideas.

Texts

Non-chronological reports

Outcomes

Notes; non-chronological report

Cross-curricular link

QCA Unit 2A science 'Health and growth'

Day	Whole-class work	Whole-class work	Independent work	Guided work	Plenary work
1	**Text** Skim-read titles, etc., and speculate what books may be about. **T17, S&L a**	**Sentence** Asking questions – Session 1 from DEW Unit 15. **S6, T14**, **S&L b**	**Sentence** Asking questions – Session 1 from DEW Unit 15. **S6, T14**, **S&L b**		**Sentence** Asking questions – Session 1 from DEW Unit 15. **S6, T14**, **S&L b**
2	**Text** Session 2 from DEW. Pose questions about babies and toddlers to be followed up in science lessons. **S6, T14, S&L b**	**Spelling** Investigation – spelling with suffixes *-ful*, *-ly*. **W7 & PiP step 7**	**Spelling** Investigation – spelling with suffixes *-ful*, *-ly*. **W7**		**Spelling** Investigation – spelling with suffixes *-ful*, *-ly*. **W7**
3	**Spelling** Practising *-ful*, *-ly*. **W7, T9 & PiP Step 7**	**Text** Read non-fiction texts on subjects related to other curriculum areas. Make notes. **T1, T2, T19**	**Text** Read non-fiction texts on subjects related to other curriculum areas. Make notes. **T1, T2, T19**		**Text** Assess note taking; use notes to compose sentences orally. **T1, T2, T19, S&L c**
4	**Spelling** Finding the tricky bits in common irregular words. **W8 & PiP Step 7**	**Text/sentence** Read report texts – demonstrate reading strategies. **T1, T2, S1**	**Text/sentence** Practise reading report texts. **T1, T2, S1, W5**		**Text/sentence** Evaluate reading aloud and comprehension of reports. **T19, S1**
5	**Text** Analyse a report. **T17, T14, S&L a, c**	**Text – oral language work** Identify report features and explain purpose. **T17, S&L c**	**Text** Read a report in pairs, note features, compose question. **T1, T2, T17, W5**		**Text** Evaluate understanding of report features by posing questions. **T14, T17**
6	**Text** Read information about babies and toddlers. Demo note taking. **T17, T19**	**Sentence** From DEW Unit G. Review nouns, play listing game, demo use of commas in lists. **S4**	**Sentence** From Unit G. Collect and Classify games 1 or 2. **S4**		**Sentence** From DEW Unit G. Use children's feedback to write principles for using commas in lists. **S4**
7	**Spelling** Practising the tricky bits in common irregular words. **W8, T9, PiP step 7**	**Text** Write captions for pictures of baby equipment; explore synonyms. **T19, W9, W10**	**Text** Read information, research a particular area and make notes in preparation for writing. **T19**		**Text** Review note making. Identify further sources of information for research. **T19**

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Unit plan: Year 2 Term 3 reports (continued)

Day	Whole-class work	Whole-class work	Independent work	Guided work	Plenary work
8	**Spelling** Practising the tricky bits in common irregular words **(W7)** and words with suffixes. **W8 & PiP Step 7**	**Text** Adapted from Session 3 DEW Unit 15. Categorise information and explore format of report texts. **T21, S&L c**	**Text** Further research and note taking on particular area in preparation for writing. **T19**		**Text** Discuss format for reports; evaluate note taking. **T19, T21**
9	**Text** Based on Session 4 DEW Unit 15. Demonstrate how to use notes to write a report. **T21, S5, W10**	**Spelling** Finding the tricky bits in cross-curricular words on babies and toddlers. **W9 & PiP step 7**	**Spelling** Finding the tricky bits in cross-curricular words on babies and toddlers. **W9 & PiP step 7**		**Spelling** Finding the tricky bits in cross-curricular words on babies and toddlers. **W9 & PiP step 7**
10	**Text** Adapted from Session 4 DEW Unit 15. Complete demo report; teacher scribing and supported composition. **T21, S5, W10**	**Sentence** Based on DEW Unit H. Sentence game – demo-written answers to questions. **S5**	**Sentence** Based on DEW Unit H. Answering questions in complete sentences. **S5**		**Sentence** Assess ability to answer questions in sentences. **S5**
11	**Text and sentence** Adapted from Session 4 DEW Unit 15. Supported composition – title and opening statement of own reports. **T21, S4, S5, S6**		**Text and sentence** Independent writing of own reports. **T21, S4, S5**		**Text** Review writing so far in relation to notes. **T21**
12	**Spelling** Practising the tricky bits in cross-curricular words on babies and toddlers. **W9, T9 & PiP Step 7**	**Text** Demonstrate how to revise report, adding labelled diagram, etc. **T21**	**Text** Complete and revise own reports. **T21**		**Text** Identify technical language for glossary. **T21, W9**
13	**Text** Demonstrate how to revise report, adding detail, using sentences. **T21, S5**	**Spelling** Model proofreading. **T9**	**Text and spelling** Revising, proofreading and correcting own reports. **T21, S5, T9**		**Text and spelling** Reflect on revisions, assess changes made. **T21, T9, S5**
14	**Spelling** Practising words from unit through spelling dictation. **W7, W8, W9, T9**	**Text – oral language work** Compiling class book and devising contents page. **T21.**	**Text** Write definitions of technical vocab for glossary. **T21, S5**		**Text** Compile glossary in alphabetical order. **T21**
15	**Text** Pose questions and use class book to find answers. **T14, S6, S&L b**	**Reviewing learning** Prepare for children's self-evaluation; review work covered and identify learning.	**Self-evaluation** Assess own learning and find evidence in own work.		Set targets for further work based on children's self-evaluation.

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Year 3 Term 1 Unit: Reports

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Introduction

In this unit of work, the children will learn to use contents and index pages and to extract information about 'Teeth and eating' from different types of non-fiction texts, including ICT texts. After analysing a non-chronological report, they will write a report on the subject of 'Teeth and eating' (paying particular attention to the use of commas in lists and the correct spelling of content words and those with prefixes and long vowels).

This unit has been linked specifically to the QCA Science scheme of work, Unit 3A, 'Teeth and eating'. It is anticipated that in the unit of work for science, children will have investigated the components of a varied diet and learned that all animals, including humans, require different diets, before moving on to learn about teeth. This literacy unit 'Reports' is designed to run in parallel with the later part of the science unit on teeth. In their **science lessons**, children will be making observations and comparisons of different teeth and recognising the importance of dental care. In the **literacy hour**, children will be learning about the presentation of various non-fiction texts and how to read and write non-chronological reports. Some of the texts will present information on teeth. In the first week, in both science and literacy, children will be gathering information about teeth, as a class and independently. All this information will be needed to write a non-chronological report about teeth in week 2.

For those schools which do not cover this science subject matter during Year 3 Term 1, any other content material which uses information texts and requires the writing of a non-chronological report would be suitable, e.g. History Unit 8 or 6B and Geography Unit 16.

Unit plan

The plan of the unit (page 33) is based on a teaching sequence which starts by exploring the reading objectives and moves into writing (see page 14 for an explanation of the teaching sequence). An additional teaching sequence for spelling plots a route from learning and practising the conventions of spelling through learning how to use strategies for spelling in the context of the cross-curricular words for 'Teeth and eating' and concludes with learning to proofread. How the two teaching sequences map onto the objectives is shown on page 32. Some sentence and word level objectives are integrated into the shared text work; others are taught discretely. Speaking and listening are essential components of all teaching and learning but are given a particular focus in some elements of the plan.

Resource sheets

These include some materials on the subject of teeth and eating and reports for analysis and demonstration and can be found on the website: www.standards.dfes.gov.uk. For each text to be enlarged, there is an annotated version showing the points in the text to highlight for teaching the objectives – whether these be for analysis or demonstration writing.

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NLS Framework objectives

Unit: Reports

Duration: 2 weeks

Text(s): Non-chronological reports

Outcomes: Notes; report linked to another curriculum area

Text level objectives

Pupils should be taught:

T19 to locate information, using contents, index, headings, sub-headings, page nos., bibliographies;

T20 to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources;

T21 to read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;

T22 to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;

T23 to write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent. (*Grammar for Writing* Unit 9)

Suggested speaking and listening focus

Discuss and justify selection of points as the most important

Sentence level objectives

Pupils should be taught:

S9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples; (*Grammar for Writing* Unit 5)

S13 to use commas to separate items in a list. (*Grammar for Writing* Unit 7)

Word level objectives

Pupils should be taught:

W14 to infer the meaning of unknown words from context;

W1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

W4 to discriminate syllables in reading and spelling (from Year 2);

W10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-*;

W7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

W6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries, etc.;

W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

W21 to ensure consistency in size and proportions of letters and the spacing between letters and words;

W13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;

W15 to have a secure understanding of the purpose and organisation of the dictionary;

Sentence S9
Days 2–3 (integrated)
Examine texts for different presentational devices

Spelling W1, W4, W10
Day 1 investigate polysyllabic words with long vowels and prefixes

Reading W4+W14
Days 2–5
Demonstrate and practise reading 'long words', and inference in shared and guided reading

Spelling W7
Days 5+7
Write 'convention' and 'tricky' words

Spelling W6
Day 6
Locate 'tricky' bit of a word and identify convention

Spelling W5
Day 10
Proofread writing for spelling errors

Handwriting W21
Practise outside the hour
Day 10
Handwrite report

T19 Reading
Day 1 Locate information in texts

T20 Reading
Days 2–3
Compare different ways of presenting information

T21+T22 Reading
Days 2–3
Identify main points of information and record.
Days 4– 5
Analyse reports to create checklist for writing

T23 Writing
Days 6–10
Plan and write a report

Speaking and listening
Days 2–3
Discuss which points are the most important before recording

Sentence S13
Day 4 (discrete) Nouns
Days 6–9 (integrated) Focus on use of commas in lists when writing report

Vocabulary W13+W15
Days 2–3
Secure understanding of dictionary through categorising key vocabulary

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Summary of unit (10 days)

Text teaching sequence

Spelling teaching sequence

Day	Text, sentence and S&L	Objective	Activity
1	Reading	T19	Locate information in texts.
2–3		T21+T22	Identify main points of information in paper-based and ICT texts, and record.
		S9	Examine texts for different presentational devices.
		T20	Compare different ways of presenting information.
		W13+W15	Categorise key vocabulary.
		W4	Demonstrate reading 'long words' and practise in shared and guided reading.
		W14	Demonstrate inference in shared and guided reading.
4–5	Analysis of text	T21+T22	Analyse report text.
		S13	Investigate nouns in lists (discrete).
		W4 W14	Practise reading 'long words' and inference in shared and guided reading.
6–10	Writing	T23	Plan and write a report.
		S13	Focus on commas in separating nouns in lists.

Day	Spelling	Objective	Activity
1	Convention	W1, W4, W10	Investigate two-syllable words with prefixes, containing long vowels e.g. untied.
5	Practice of convention	W1, W4, W10, W7	Write 'convention' words alone and in sentences.
6	Spelling vocabulary – strategies	W6	Locate the 'tricky' bit of a word and identify an appropriate method for learning the word, e.g. morphemic, convention visual, auditory, mnemonic.
7	Practice in spelling words	W6, W7, (W1, W4, W10)	Write words alone and in sentences. Compose paragraph using these words.
10	Proofreading	W5	Revise routine of proofreading and proofread own writing.

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Unit plan: Year 3 Term 1 reports

Speaking and Listening focus
Discuss and justify selection of points as most important

Texts
Non-chronological reports
Reading, S&L focus and sentence level

Outcomes
Notes; report linked to another curriculum area

Cross-curricular link
QCA Unit 3A Teeth and Eating.

	Days	Whole-class work	Whole-class work	Independent work	Guided work	Plenary work
Reading	1	**Spelling** Revision of long vowel phonemes **W1** and syllables **W4**. Prefixes, *Spelling bank* p.6 **W10**.	**Shared text work – reading** Read information text. Locate information using contents, index, glossary, etc. **T19**.	**Spelling, reading and S&L** Continue work on *Spelling bank* p.6 **W10**. In pairs – formulate questions about information books **T19**.		Discuss words prefixed by 'un' and 'dis' **W4**. Review strategies used to locate information **T19**.
	2	**Shared text work – reading, S&L focus and sentence level** Read information text on 'Teeth and eating'. Discuss presentational and organisational devices used. Demonstrate how to identify main points and record on spidergram. Highlight cross-curricular words and record in spelling logs **T21+T22, S9, W4, W13+W15, W14**.		**Reading, S&L focus and sentence level** Read information texts on 'Teeth and eating'. Make notes. Record cross-curricular words in spelling logs **T21, T22, W13, W15, W14**.		In pairs compare information collected and then feed back to class. Start organising information **T21, T22, S9, T20**.
	3	**Shared text work – reading, S&L focus and sentence level** Read and navigate ICT text on 'Teeth and eating'. Identify main points and create a spidergram **T21+T22, S9, W4, W13+W15, W14**.		**Reading, S&L focus and sentence level** In pairs – make notes from ICT text. Record cross-curricular words in spelling logs **T21+T22, S9, W13+W15, W4**.		Discuss information collected. Review sources used and consider differences between paper-based and ICT texts **T20**.
Analysis	4	**Shared text work – reading** Start to analyse report text. Identify main points and plot on spidergram. Discuss features of report text. Create checklist **T21+T22, W4, W14**.	**Sentence level work** *Grammar for Writing Unit 7* (pp. 46-47) **S13**.	**Sentence level work** *Grammar for Writing* Unit 7 **S13**.		*Grammar for Writing* Unit 7 **S13**. Feedback from the investigation and discuss **S13**.
	5	**Spelling** Practise words with prefixes and long vowels **W1, W4, W7, W10**.	**Shared text work – reading** Continue to analyse report text. Identify main points and plot on spidergram. Discuss features of report text. Create checklist **T21+T22, S13, W4, W14**.	**Reading** In pairs – read another report text and create spidergram of information **T21+T22, S13**.		Revise features of a report text **T21+T22, S9**.
Writing	6	**Shared text work – planning for writing** Sort sentence strips on 'Teeth and eating' onto spidergram **T23**.	**Spelling** Locate 'tricky' bit of content words associated with topic of teeth **W6**.	**Spelling** Locate 'tricky' bit of content words associated with topic of 'Teeth and eating' **W6, W7**.		Present the tricky bits of words and compare methods for classifying and recalling the tricky bits **W6, W7**.
	7	**Spelling** Practise words and sentences on topic of 'Teeth and eating' **W7**.	**Shared text work – writing** Referring to checklist and using spidergram of another topic, demo-write the opening paragraph. Discuss what should go in the introduction to 'Teeth and eating' **T23, W4**.	**Writing** Referring to checklist and using spidergram of 'Teeth and eating', in pairs, write the opening paragraph of report **T23, W4**.		Look at two children's opening paragraphs and discuss. Discuss ordering of paragraphs in the report on 'Teeth and eating' **T23**.
	8	**Shared text and sentence work – demonstration and supported composition** Demo-write the next paragraph of the report, e.g. on 'Babies and toddlers'. In pairs, children write another paragraph of 'Teeth and eating' – supported composition **T23**.		**Writing** Write two more paragraphs of report on 'Teeth and eating' **T23, W4**.		Discuss and evaluate selected examples and revise **T21, T23**.
	9	**Spelling** Practise sentences on topic of 'Teeth and eating'. Write next paragraph **W7**.	**Shared text work – writing** Demo-write conclusion of report on 'Babies and toddlers' **T23**.	**Writing** Write conclusion of report on 'Teeth and eating' **T23**.		Revise one child's finished report using checklist **T23**.
	10	**Shared text work – revising** Supported composition. In pairs annotate reports with any revisions **T23**.	**Shared text work – proofreading** Using one child's report, demonstrate proofreading for spelling. Children proofread own reports and make corrections **W5**.	**Writing – publication** Start the final handwrite of reports to bring to publication standard **W21**.		Reflect on content of unit. Ask children to identify what they have learned and set target for future improvement **T23**.

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Spelling programme for Year 2 and Year 3

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Introduction

Five-session spelling

A balanced spelling programme includes four main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word in order to learn to spell words (identifying the 'tricky bit' in a word);
- practising spelling words;
- proofreading.

The objectives in the NLS *Framework for teaching*, each term, address all of these components and over a two-week period all these components need to be covered. In the literacy hour there is time for approximately 15 minutes to be given to either word or sentence level whole-class work. During a two-week period, therefore, there may be five whole-class sessions for spelling (as described in *Developing Early Writing* and *Grammar for Writing*). From two of these sessions (possibly one a week) spelling may be continued into the independent time and plenary. Discrete teaching of conventions and identifying the 'tricky bit' in words can take place in the whole class plus independent and plenary sessions and the three 'whole class only' sessions can be used for practising spelling. Teaching proofreading and applying spelling strategies occurs in shared, guided and independent writing and in other writing activities across the curriculum.

The materials in this booklet are based on units of work that are designed to be taught over a two-week period. The units include the elements outlined above. A generic plan for a unit looks like this:

Session 1

Whole class — 15 mins
Explore morphemic 'convention' (e.g. doubling consonants), using words within a specific phonic category (e.g. long vowel digraphs)

Independent — 20 mins
Continue to explore convention

Plenary — 10 mins
Take feedback from independent work and articulate principles
Take words away to practise

Session 2

Whole class — 15 mins
Practise and assess words relating to session 1

Session 3

Whole class — 15 mins
Explore 'tricky bit' of high frequency or cross-curricular words

Independent — 20 mins
Continue to explore 'tricky bits' of high frequency or cross-curricular words

Plenary — 10 mins
Take feedback from independent work and articulate principles
Take words away to practise

Session 4

Whole class — 15 mins
Practise and assess high frequency or cross-curricular words

Session 5

Whole class — 15 mins
Practise and assess words adhering to the convention and high frequency or cross-curricular words

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A spelling programme

Learning to spell is a cumulative activity. A good spelling programme gradually builds children's spelling vocabulary by introducing new words and continually practising words already introduced. An example of such a programme for Year 2 and Year 3 is on pages 40 to 51.

By the end of Year 1, children will have been introduced to the main representations of all the vowel phonemes (PiP step 7). (This is earlier than stated in the NLS *Framework for teaching* which was superseded by *Progression in Phonics* when children's attainment in phonics was shown to be accelerated when taught systematically.) By a careful selection of words, the Year 2 and Year 3 programmes in this booklet revise the most common representations of the long vowel phonemes while also introducing the inflected endings, *ing*, *ed* and *s*, prefixes, suffixes, compound and other multisyllabic words.

Investigating the conventions takes place in session 1 in each unit and is practised in session 2. In session 3, children learn how to identify the 'tricky bit' in high frequency and cross-curricular words and this is reinforced by practising in session 4. Session 5 is for consolidation of all that has been introduced in the unit.

Planning for spelling

How to use the spelling programmes:

- The programmes are presented as a series of units. There are five per term, each designed to be taught over two weeks. Each unit builds on the one before. The five sessions can be taught at any point during that block of literacy hours to fit around the teacher's text and sentence level planning; for an example, see page 32.
- At the end of sessions 1 and 3 children are given words to learn. These are assessed in sessions 2 and 4. So it would be advisable to separate sessions 1 and 2, and sessions 3 and 4, by at least a day when planning the unit.
- Each unit includes lists of words that exemplify the convention being taught (sessions 1, 2, 5) and a selection of high frequency or cross-curricular words (sessions 3, 4, 5). The lists are not designed to be either exhaustive or prescriptive. Teachers can select the words they need for activities in the different sessions and may add other words of their own. The cross-curricular links are suggested as examples only and teachers will obviously wish to amend these to fit in with current work in class.
- In Years 2 and 3 it is essential that children become proficient at spelling words containing vowel digraphs (PiP step 7). So session 1 in each unit generally combines two or more objectives, one of which is a phonic objective relating to step 7.

How to plan a unit:

There is material in this booklet to support each session in the unit:

Session 1: Activities for investigating conventions (pages 52–68);
Session 3: Activities for identifying 'tricky bits' in words (pages 69–75);
Sessions 2, 4, 5: Routines for practising and assessing spelling (pages 76–77).

Session 1: Start by selecting an appropriate activity for investigating the convention. Possible activities are listed on the spelling programme (column 2). Many activities can be adapted for investigating different conventions. Select the one that will be best for your class and aim to use a variety of activities over a term. Each activity includes work for the whole class, independent and plenary sessions. Preparation involves selecting the words to use and making word cards or lists (see individual activities for details).

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Session 3: Start by identifying the high frequency or cross-curricular words that you will be targeting in this unit. Refer to the activities for identifying 'tricky bits' and select the activity that you will use. Again, aim to vary the activities you use over the course of a term.

Sessions 2, 4 and 5: The suggested routines for practising and assessing are designed to be used in every unit so that children will become familiar with them. Identify the specific words that you will be using and devise sentences for dictation.

Learning words:

- It is suggested that children are given some words to take away and learn at the end of sessions 1 and 3. It is best for children to learn these words as part of a short sentence to make them easier to remember.
- Children can be taught strategies for learning and checking words themselves as part of whole-class teaching. They can then practise the sentences at home or be allocated some time during the school day for this activity.
- The people involved in helping children learn the words, e.g. parents, carers, teaching asistants, can be given information about the strategies the children have learnt so that they can offer support.

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Year 2 Spelling programme: Term 1

NLS Framework objectives

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure identification, spelling and reading of long vowel digraphs in simple words from Year 1 term 3 (the common spelling patterns for each long vowel phoneme) – Appendix List 3;

2 to revise and extend the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;

3 the common spelling patterns of the vowel phonemes *'oo'* (short as in 'good'), *'ar', 'oy', 'ow'* (Appendix List 3):
- to identify the phonemes in speech and writing;
- to blend the phonemes for reading;
- to segment the words into phonemes for spelling;

4 to investigate and classify words with the same sounds but different spellings;

PiP step 7 Revision from Year 1

Word recognition, graphic knowledge and spelling

5 to read on sight and spell approximately 30 more words from Appendix List 1;

7 to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling;

8 to secure understanding and use of the terms 'vowel' and 'consonant';

9 to spell common irregular words from Appendix List 1;

Unit	Objectives	Content	Words
1	Phonics PiP step 7 W4, W8 Sessions 1, 2, 5 Possible session 1 activity: Word sort	Revise long vowels /ae/, /ee/, /ie/, /oe/, /ue/ through words with different representations of the same phoneme	Examples of words with long phoneme /ae/: *maid, made; grate, great; mane, main; way, weigh; wait, weight; tail, tale; sale, sail; whale, wail; break, brake; eight, ate; pail, pale; rain, reign, rein* Examples of words with long phoneme /ee/: *see, sea; be, bee; week, weak; meet, meat; seen, scene; bean, been* Examples of words with long phoneme /ie/: *sight, site; write, right; knight, night* Examples of words with long phoneme /oe/: *so, sow, sew; toe, tow; doe, dough; soul, sole; roll, role; rode, road* Examples of words with long phoneme /ue/: *blue, blew; due, dew; to, too, two*
	HF words W5, W9 Sessions 3, 4, 5		Examples of high frequency words with long phoneme /ae/: *made, make, take, away, play, day, way, may, came, name, they, great, baby, lady, paper, again* Examples of high frequency words with long phoneme /ee/: *me, he, she, we, be, been, being, see, seen, tree, three, people, these*
2	Phonics PiP step 7 W8 Morphemic W7 Sessions 1, 2, 5 Possible session 1 activities: Add race, Short vowel rap, Word sort, Guess my word	Revise long vowels /ae/, /ee/, /ie/, /oe/, /ue/ through adding 'ing' to words • ending in the long vowel • where long vowel is followed by a consonant • where long vowel is a split digraph	Examples of verbs ending in the long vowel: *play, playing, lay, laying, see, seeing, cry, crying, fly, flying, grow, growing, view, viewing* Examples of verbs where long vowel is followed by a consonant: *wait, waiting, sail, sailing, meet, meeting, feel, feeling, fight, fighting, load, loading, groan, groaning, float, floating, hoot, hooting, swoop, swooping* Examples of verbs where long vowel is a split digraph: *make, making, take, taking, name, naming, hide, hiding, slide, sliding, ride, riding, bite, biting, hope, hoping, phone, phoning, rule, ruling, use, using*
	HF words W5, W9 Sessions 3, 4, 5		Examples of high frequency words with long vowel /ie/: *I, my, by, why, like, time, night, five, nine, nineteen* Examples of high frequency words with long vowel /oe/: *so, no, go, going, home(s), old, told, over, open, only, both*

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3	Phonics W8 Morphemic W7 Sessions 1, 2, 5 Possible session 1 activities: Add race, Short vowel rap, Word sort, Guess my word	Adding 'ing' to words with short vowels where word ends in • a single consonant (therefore this letter must be doubled) • a single consonant represented by two or three letters • two consonants	Examples of verbs ending in a single consonant: *get, getting, hop, hopping, run, running, win, winning, sit, sitting* Examples of verbs ending in a single consonant represented by two or three letters: *lick, licking, splash, splashing, fetch, fetching, fuss, fussing, ring, ringing* Examples of verbs ending in two consonants: *dust, dusting, jump, jumping, lift, lifting, bend, bending, link, linking*
	HF words W5, W7, W9 Sessions 3, 4, 5	Cross-curricular words (including plurals)	Examples of cross-curricular words: e.g. at the seaside: *sea, sand, beach(es), wave(s), were, went, bucket(s), spade(s), crab(s), shell(s), treasure(s), meanwhile, first, then, next, after, last, suddenly, swimming, splashing*
4	Phonics PiP step 7 W8 Morphemic W7 Sessions 1, 2, 5 Possible session 1 activities: Activities to introduce the past tense (p.53), Add race, Phoneme frame, Have you spotted it?, Loop the loop	Revise long vowels /ae/, /ee/, /ie/, /oe/, /ue/ through adding 'ed' to words • ending in the long vowel • where long vowel is followed by a consonant	Grammar of past tense: Examples of verbs ending in the long vowel: *play, played, cry, cried, spy, spied, try, tried, view, viewed, screw, screwed, spray, sprayed, weigh, weighed, chew, chewed, show, showed, mow, mowed* Examples of verbs where the long vowel is followed by a consonant: *wait, waited, sail, sailed, load, loaded, groan, groaned, float, floated, hoot, hooted, swoop, swooped, wheel, wheeled, cheat, cheated, clean, cleaned*
	HF words W5, W9 Sessions 3, 4, 5		Examples of high frequency words with the long vowel /ue/: *do, to, two, too, who, you, new, school(s), during, through, use(d)*
5	Phonics PiP step 7 Morphemic W7 Sessions 1, 2, 5 Possible session 1 activities: Have you spotted it?, Loop the loop, Word sort, Guess my word	Revise long vowels /ae/, /ee/, /ie/, /oe/, /ue/ through adding 'ed' to words • where long vowel is a split digraph	Grammar of past tense: Examples of verbs where long vowel is a split digraph: *hope, hoped, name, named, phone, phoned, rule, ruled, use, used, close, closed, glide, glided, bake, baked, like, liked, tune, tuned, race, raced, tape, taped, hope, hoped, stroke, stroked*
	HF words W5, W9 Sessions 3, 4, 5	Cross-curricular words	Examples of cross-curricular words, e.g. planting beans*: bean(s), grow, grew, plant, planted, jar(s), water, paper, first, then, next, put, roll, rolled, make, made*

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Year 2 Spelling programme: Term 2

NLS Framework objectives

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;

2 the common spelling patterns for the vowel phonemes: *'air', 'or', 'er'* (Appendix List 3):
- to identify the phonemes in speech and writing;
- to blend the phonemes for reading;
- to segment the words into phonemes for spelling;

3 to read and spell words containing the digraph *'wh', 'ph', 'ch' (as in Christopher)*;

4 to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon;*

5 to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*. Extend to written forms and note syllable boundary in speech and writing;

PiP step 7 Revision from Year 1

Word recognition, graphic knowledge and spelling

6 to read on sight and spell all the words from Appendix List 1;

7 to spell words with common prefixes, e.g. *'un', 'dis'*, to indicate the negative;

8 to spell common irregular words from Appendix List 1;

Unit	Objectives	Content	Words
1	Phonics PiP step 7 Sessions 1, 2, 5 Possible session 1 activities: Find your team, Guess my word, Short vowel rap and sort it, Word sort	Revision – adding 'ing' and 'ed' to short vowel verbs ending in single and multiple consonants Revision – adding 'ing' and 'ed' to long vowel verbs where the vowel is at the end or in the middle	Examples of verbs with short vowels: *milk, milking, milked, hand, handing, handed, help, helping, helped, fetch, fetching, fetched, wish, wishing, wished, miss, missing, missed, rock, rocking, rocked, long, longing, longed, fan, fanning, fanned, beg, begging, begged, fit, fitting, fitted, hop, hopping, hopped, knot, knotting, knotted, rot, rotting, rotted, stop, stopping, stopped, hug, hugging, hugged, hum, humming, hummed* Examples of verbs with long vowels: *play, playing, played, cry, crying, cried, spy, spying, spied, try, trying, tried, view, viewing, viewed, screw, screwing, screwed, wait, waiting, waited, sail, sailing, sailed, load, loading, loaded, groan, groaning, groaned, float, floating, floated, hoot, hooting, hooted, swoop, swooping, swooped, name, naming, named, hope, hoping, hoped, phone, phoning, phoned, rule, ruling, ruled, use, using, used*
	HF words W6, W9 Sessions 3, 4, 5	Days	*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
2	Phonics PiP step 7 W4 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count	/ow/, /oi/, /ur/, /or/, /ar/, Compound words	Examples of compound words which include long vowel /ow/: *cowboy, roundabout, greenhouse, however, nowadays, outcome, farmhouse* Examples of compound words which include long vowel /oi/: *toytown, boyfriend* Examples of compound words which include long vowel /ir/: *birthday, girlfriend, herself, thirteen, worldwide, workshop, watchword* Examples of compound words which include long vowel /or/: *cornflakes, doorstep, moreover, yourself, fourteen, shoreline* Examples of compound words which include long vowel /ar/: *farmhouse, carpark, halftime*
	HF words W6, W9 Sessions 3, 4, 5	Multisyllabic words with unstressed (schwa vowels)	Examples of high frequency words which have unstressed vowels: *today, tomorrow, together, after, under, other, another, mother, brother, sister, father, never, number, seven, seventeen, eleven*

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3	Phonics PiP step 7 W4 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count	/aw/, /air/, /eer/ Compound words	Examples of compound words which include long vowel /aw/: *talkback, walkway, frogspawn, hallmark, freefall, warlike, wallflower, football, sidewalk, lawnmower, ballpark, seesaw, waterfall* Examples of compound words which include long vowel /air/: *hairbrush, wheelchair, carebear, underwear, upstairs, fairground, downstairs, therefore, wherever* Examples of compound words which include long vowel /eer/: *clearway, headgear, spearmint, yearbook, hereabouts, cheerleader, deerstalker, hearsay*
	HF words W6, W9 Sessions 3, 4, 5	Cross-curricular words	Examples of cross-curricular words, e.g. from traditional stories: *once upon a time, happily ever after, lived, prince, princess, witch, lost, won, love, said, shouted, beautiful, handsome, someone, little, if, was, one, many, years, very*
4	Phonics PiP step 7 Morphemic W8 Sessions 1,2,5 Possible session 1 activities: Joining words, Clap and count, Words in words	Prefixes, e.g. 'un' and 'dis' on words with the long vowels /ae/, /ee/, /ie/, /oe/, /ue/ and the short vowels /a/, /e/, /i/, /o/, /u/	Examples of words with prefixes *un- and dis-* containing long vowels: *unable, unfriendly, untie, unfold, undo; disable, disgrace, disintegrate, disagree, dislike, displease, disown* Examples of words with prefixes *un- and dis-* containing short vowels: *unattractive, unhappy, unselfish, undress, unwell, unzip, undid, unlucky, unpick; disembark, discontinue, disinfect, distrust*
	HF words W6, W9 Sessions 3, 4, 5	Miscellaneous	Discriminating *off* and *of* Discriminating *of* and *have (should have, must have, will have) from, such, any, many, their*
5	Phonics W3, W5 Sessions 1, 2, 5 Possible session 1 activities: Clap and count, Find your team	'ph', 'ch', 'wh' in multisyllabic words	Examples of multisyllabic words which include *ph, ch, wh*: ph – *Philip, Sophie, Stephano, Phineas, Christopher; phone, phoneme, graphic* ch – *Christopher, Christina, Chloe, Chlamaka, Michael, Charlotte, Charlene, Michelle, Chantal; echo, chorus, choir* wh – *where, what, when, who, which* + *ever*, e.g. *whenever*
	HF words W6, W9 Sessions 3, 4, 5	Cross-curricular words	Examples of cross-curricular words, e.g. explanations: *and, because, but, so, went, fast, faster, slower, if, slow, just, very, much*

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Year 2 Spelling programme: Term 3

NLS Framework objectives

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure phonemic spellings from previous five terms;
2 to reinforce work on discriminating syllables in reading and spelling from previous term;
3 to discriminate, spell and read the phonemes *ear* (hear) and *ea* (head);

Word recognition and graphic knowledge

4 to secure reading and spelling of all the high frequency words in Appendix List 1;
5 for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
6 to investigate words which have the same spelling patterns but different sounds;
7 to spell words with common suffixes, e.g. *-ful*, *-ly*;
8 to spell common irregular words from Appendix List 1;

Unit	Objectives	Content	Words
1	Phonics Pip step 7 W6, W2 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count, Find your team	Multisyllabic words containing prefixes 'un' and 'dis', and long vowels /ow/, /oi/, /ur/, /or/, /ar/, /eer/, /aw/, /air/	Examples of words with prefixes *un-* and *dis-* containing long vowel phonemes: *unworn, unharmed, unbound, unhurt, unfair, unlearn, unimportant, unforgettable, uncertain, unearth, unheard, unforgiving, unsure, unclear, unlawful; disappoint, disturb, disappear, disallow, disorder, disarm*
	HF words W4, W8 Sessions 3, 4, 5	Numbers	Revision: *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*
2	Phonics PiP step 7 W2 Sessions 1, 2, 5 Possible session 1 activities: Phoneme spotter, Find your team, Word sort	Multisyllabic words containing /oo/ , /o/ ('W' special)	Examples of words containing vowel phoneme /oo/: *put, pull, push, look, took, shook, hook, book, good, could, would, should* /o/: *was, wash, want, watch, what, swan, squash* Examples of multisyllabic words containing vowel phoneme /oo/: *pudding, pullover, bookmark, unhooked* /o/: *washing, wanted, squabble, swallow*
	HF words W4, W8 Session 3, 4, 5	Months	*January, February, March, April, May, June, July, August, September, October, November, December*

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3	Phonics PiP step 7 W2 Morphemic W7 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count, Words in words, Word sort	Multisyllabic words containing • long vowels /ae/, /ee/, /ie/, /oe/, /ue/ and suffixes 'ful', 'ly' • and the short vowels /a/, /e/, /i/, /o/, /u/ and suffixes 'ful', 'ly'	Examples of multisyllabic words + suffixes *–ful , -ly* containing long vowels: *real, really, nice, nicely, moody, moodily, smooth, smoothly, hope, hopeful(ly), peace, peaceful(ly), beauty, beautiful(ly)* Examples of multisyllabic words + suffixes *–ful , -ly* containing short vowels: *thank, thankful(ly), happy, happily, plenty, plentiful(ly), pity, pitiful(ly)*
	HF words W4, W8 Sessions 3,4, 5	Cross-curricular words	Examples of cross-curricular words, e.g. nonsense verse: *sound, rhyme, rhythm, syllable, poem, line, verse, word, length*
4	Phonics W3, W6 Sessions 1, 2, 5 Possible session 1 activities: Phoneme spotter, Word sort	/e/ e, ea same spelling/different sounds	Examples of words containing *e* or *ea* which have the same spelling but different sounds: *head, read, bread, instead, lead, dead, bed, fed, red, led, deaf, breath, death, health, wealth, stealth* Examples of homographs: *read/read, lead/lead, row/row, sow/sow, wound/wound, wind/wind*
	HF words W4, W8 Sessions 3, 4, 5	Colours	Examples of commonly used colour words: *blue, red, yellow, green, pink, purple, orange, white, black*
5	Phonics PiP step 7 Morphemic W7 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count, Words in words, Word sort	Multisyllabic words containing long vowels /ow/, /oi/, /ur/, /or/, /ar/, /eer/, /aw/, /air/ and suffixes 'ful', 'ly'	Examples of words with long vowels + suffix *–ly, -ful* (including multisyllabic words): *loud, loudly, noisy, noisily, thirsty, thirstily, dirty, dirtily, sturdy, sturdily, dear, dearly, near, nearly, year, yearly, clear, clearly, power, powerful(ly), harm, harmful(ly), tear, tearful(ly), cheer, cheerful(ly), fear, fearful(ly), law, lawful(ly), care, careful(ly)*
	HF words: cross-curricular W4, W8 Sessions 3, 4, 5	Cross-curricular words	Examples of cross-curricular words: e.g. babies and toddlers: *baby, babies, toddler(s), carry, carries, carried, carrying, cuddle(s), cuddled, cry, cries, crying, cried, walk(ed), talk(ed), milk, nappy, bottle, mouth, teeth, bottom, dirty, sleep, feed, young, crawl, climb, learn, healthy, pushchair*

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Year 3 Spelling programme: Term 1

NLS Framework objectives

Pupils should be taught:

Phonics, spelling and vocabulary

Revision and consolidation from Key Stage 1

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:
- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries, etc.;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 how the spellings of verbs alter when *-ing* is added;

9 to investigate and learn to use the spelling pattern *le* as in *little, muddle, bottle, scramble, cradle;*

10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-;*

11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, *happy/unhappy, appear/disappear;*

Unit	Objectives	Content	Words
1	Phonics W1, W2, W4 Morphemic W8 Sessions 1, 2, 5 Possible session 1 activities: Loop the loop, Add race, Guess my word, Short vowel rap and sort it	PiP step 7 Revision – effect of adding 'ing' and 'ed' to short vowel verbs ending in single and multiple consonants Revision – effect of adding 'ing' and 'ed' to long vowel verbs *Spelling bank* p.4	Examples of verbs containing short vowel phonemes: ending in two consonant phonemes: *milk, milking, milked, hand, handing, handed, help, helping, helped* ending in one phoneme represented by 2 or 3 letters: *fetch, fetching, fetched, wish, wishing, wished, miss, missing, missed, rock, rocking, rocked, long, longing, longed* ending in one consonant: *fan, fanning, fanned, beg, begging, begged, fit, fitting, fitted, hop, hopping, hopped, knot, knotting, knotted, rot, rotting, rotted, stop, stopping, stopped, hug, hugging, hugged, hum, humming, hummed* Examples of verbs containing long vowel phonemes: *chase, time, phone, prune, enjoy, disturb, jerk, growl, bark, squirt, shout, turn, yawn, share, snore, steer, haul, call*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	Identify tricky bits of frequently mis-spelt words from Y1/Y2 list Practise these words	Typical words from Y1/Y2 list (select further words from children's independent writing): *their, they, running, very, wanted, again, could, having*
2	Phonic W1, W2, W4 Morphemic W9 Sessions 1, 2, 5 Possible Session 1 activities: Find your team, Word sort	Investigate the spelling pattern 'le' in multisyllabic words with short vowels and long vowels *Spelling bank* p.5	Examples of multisyllabic words ending in 'le' with: short vowel with one phoneme represented by a double letter: *little, middle, muddle, bottle, apple, kettle, puddle, wriggle, wobble, nettle, cuddle, bubble, sizzle* short vowel with two phonemes/two letters: *scramble, simple, candle, uncle, handle, grumble, crumple* long vowel: *cradle, people, table, poodle, needle, circle*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	Identify the 'tricky' bit in each month of the year and practise	*January, February, March, April, May, June, July, August, September, October, November, December*

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3	Phonics W1, W2, W4 Morphemic W9 Sessions 1, 2, 5 Possible session 1 activities: Phoneme spotter, Find your team, Word sort	Revise 'W' special, in multisyllabic words	Words with /w/o/ phonemes: *want, wanted, wand, wander, wasp, waspish, watch, watching, wash, washing, was, wasn't, wallet, whatever, watchstrap, washstand, swamp, swamping, swap, swapping, swallow, squander, squashing, squabble, squadron, quarrel, quantity* Words with /w/ir/ phonemes: *worship, working, worldly, woodworm, worsening, worthless, homework, framework* Words with /w/or/ phonemes: *warfare, warmer, wardrobe, warthog, warning*
	Strategies W6 Practice W7 Sessions 3, 4, 5	Cross-curricular words	Examples of cross-curricular words, e.g. science unit 'Teeth and eating': *bacteria, canines, molars, incisors, mouth, chew, clean, hygiene, hygienist, dental, dentist, oral, decay, sweet, sugar, tooth, toothache, toothpaste, toothbrush, plaque*
4	Phonics W1, W2, W4 Morphemic W10, W11, W12 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count, Words in words	PiP step 7 revision in multisyllabic words containing prefixes ('un' and 'dis') *Spelling bank* pp.6, 7 Investigate meaning of prefixes by looking at antonyms	Examples of words with prefixes *un-* and *dis-* containing long vowel phonemes: *unpaid, unsafe, unseen, unclean, untied, unlike, undo, unglue, unused, unworn, unknown, unharmed, unbound, unhurt, unfair, unlearn, unable, unfriendly, untie, unfold, unimportant, unforgettable, uncertain, unearth, unheard, unforgiving, unsure, unclear, unlawful* *disagree, dislike, disapprove, disown, disappoint, disturb, disappear, disable, disgrace, disintegrate, dislike, displease, disallow, disorder, disarm* *paid/unpaid,* etc.
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	Revise past and present tense of irregular verbs from Y1/2 list	Examples of irregular verbs from the high frequency word list: *be/being/been; come/came; do/doing/did; have/having/had; make/made; run/ran; take/taking/took; go/went; is/was; are/were; put/putting/put*
5	Phonics W1, W2, W4 Morphemic W10, W11, W12 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count, Words in	PiP step 7 revision in multisyllabic words Generate new words from root words by adding prefixes Prefixes 're', 'pre', 'de' *Spelling bank* pp.6, 7	Examples of words with prefixes *re-, de-* and *pre-* containing long vowel phonemes: *deflate, decrease, de-ice, decompose, decode, deform, depart, defuse, defrost, defraud, design, devote, prepaid, prepare, preface, preview, pre-soak, pre-tuned, premature, precooked, repaid, retain, replay, replace, reheel, reread, reheat, review, rewrite, reload, remove, refuel, reuse, reboot, reform, reborn, restart, rejoin, return, redrawn, relearn* *cooked – precooked, uncooked* *mix – demix, premix, unmix, remix*
	Strategies W6 Practice W7 HF words W3 (also W17, W18, W19) Sessions 3, 4, 5	Cross-curricular, e.g. synonyms	Examples of cross-curricular words: e.g. synonyms for 'said': *asked, replied, shouted, whispered, screamed, mumbled, called, cried, gasped* synonyms for 'nice': *kind, helpful, pleasant, lovely, beautiful, fantastic, wonderful, fabulous* synonyms for 'old': *decrepit, ancient, worn, stale, aged*

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Year 3 Spelling programme: Term 2

NLS Framework objectives

Pupils should be taught:

Phonics, spelling and vocabulary

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:
- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 how words change when *er, est,* and *y* are added;

9 to investigate and identify basic rules for changing the spelling of nouns when *s* is added;

10 to investigate, read and spell words with silent letters, e.g. *knees, gnats, wrinkle;*

11 to use the terms 'singular ' and 'plural' appropriately;

12 to recognise and generate compound words, e.g. *playground, airport, shoelace, underneath*; and to use this knowledge to support their spelling;

13 to recognise and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less;*

14 to use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly, hope/hopeful/hopeless;*

15 to use the apostrophe to spell shortened forms of words, e.g. *don't, can't;*

16 to use the term 'suffix'.

Unit	Objectives	Content	Words
1	Phonics W1, W2, W4, W10, W12 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count	PiP step 7 Revision of long vowel phonemes using compound words (some with silent letters) *Spelling bank* pp.12 and 11	Examples of compound words containing long vowel phonemes: *upstairs, paintbrush, daylight, playground, greenhouse, weekend, anywhere, deadline, breakfast, lighthouse, goalkeeper, horseshoe, bluebell, football, popcorn, gunpowder, churchyard, blackbird, drawbridge, earthworm* Examples of compound words containing silent letters (some also with long vowel phonemes): *cupboard, penknife, wristband, kneepad, thumbnail, handwrite, doorknob, shipwreck, knucklebone, knighthood, swordfish*
	Strategies W6 Practice W7 HF words W3,W10 Sessions 3, 4, 5	Explore silent letters as the tricky bits in words *Spelling bank* p.11	Examples of high frequency words with silent letters: *knife, knee, knit, knock, knight, knuckle, knob, knot, kneel, know, gnash, gnat, gnu, gnomes, gnarled, gnaw, thumb, lamb, dumb, crumb, write, wreck, wrist, wrong, wrapper, sword, answer*
2	Phonics W1, W2, W4, W12 Morphemic W8 Sessions 1, 2, 5 Possible session 1 activities: Word sort, Add race	Effect of adding 'er', 'est', 'y' to adjectives containing short vowels creating multisyllabic words *Spelling bank* p.8, 9 PiP step 7 Effect of adding 'er', 'est', 'y' to adjectives containing long vowels creating multisyllabic words *Spelling bank* pp.8, 9 Investigate spelling patterns and generalise rules	Examples of words containing short vowel (final consonant doubles): *sad/sadder/saddest, flat/flatter/flattest, mad/madder/maddest big/bigger/biggest, hottest, thinner, fattest,* etc. Examples of words ending in *-y*, replaced with *'i'*: e.g. *funny/funnier/funniest, runny, nutty, sunny,* etc. Examples of words containing long vowel phonemes where suffix *er, est, y* can be added: *fair, late, lazy, safe, deep, sleep, cheek, near, neat, mean, weak, dear, clean, cheap, light, tight, wide, ripe, nice, bony, smoky, close, sore, rude, cool, short, sharp, smart, dark, large, loud, tiny*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	HF cross-curricular words, e.g. history unit: *Invaders and settlers*	Examples of cross-curricular words: e.g. from history unit: *Roman, Anglo-Saxon, Celt, period, time, long, ago, tribe, forum, chariot, army, soldier, troops, legion, invade, settle, conquest*

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3	Phonics W1, W2, W4 Morphemic W9, W11 Sessions 1, 2, 5 Possible session 1 activities: Word sort, Guess my word	PiP step 7 revision in multisyllabic words: singular and plural nouns Investigate basic rules for spelling nouns when 's' is added, see *Spelling bank* p.10 for investigative and practice activities	Examples of nouns containing long vowel phonemes: *sail/sails, brain/brains, day/days, age/ages, goal/goals, plate/plates, bone/bones, shoe/shoes, owl/owls, coin/coins, light/lights, beach/beaches, church/churches, leaf/leaves, life/lives, loaf/loaves, fly/flies, party/parties, army/armies, baby/babies*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	High frequency regular and irregular plurals	Examples of irregular and regular plurals from high frequency word list: *men, women, people, babies, children, friends, animals, sheep, teeth, feet, mice, geese*
4	Phonics W1, W2, W4 Morphemic W13, W14, W16 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count, Words in words, Add race	PiP step 7 revision in multisyllabic words Investigate spelling patterns and meanings of suffixes Suffixes 'ly', 'ful', 'less' *Spelling bank* pp.13, 14	Examples of words containing long vowel phonemes with suffixes *-ful, -ly* and *-less*: *faithful, painful/-less, shameful, hateful, careful/ -less, speechless, cheerful, freely, nearly, peaceful, delightful, likely, hopeful/-less, homely, lonely, surely, useful/-less, tuneful/-less, forgetful, joyful, sorrowful, avoidable, proudly, personally, hurtful, fearless, beautiful, (doubtful – silent letter)*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	Cross-curricular words, e.g. mathematics vocabulary	Examples of vocabulary needed for mathematics: *square, circle, triangle, rectangle, oval, shape, cube, sphere, cylinder, half, halves, third, quarter, fifth, sixth, seventh, eighth, tenth*
5	Phonics W1, W2, W4, Morphemic W13, W14, W16 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Clap and count, Words in words, Add race	PiP step 7 revision in multisyllabic words Use root words and suffixes to create new words *Spelling bank* pp.13, 14	Examples of words containing long vowel phonemes with suffixes *-er* and *-able*: *teacher, reader, driver, farmer, teenager, baker, grower, readable, likeable, avoidable, enjoyable*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5 Possible activity: Spot the difference	Revise Y1/Y2 words and elided forms of pronouns and verbs and negative verbs. Investigate the use of the apostrophe by matching the full and elided forms of words	Examples of high frequency words with apostrophes: Pronouns and verbs: *I'm, I've, I'd, I'll, she's, he's, it's, there's* Verbs/negative form: *do/don't, did/didn't, can/can't, is/isn't, will/-won't, does/doesn't, are/aren't, have/haven't, must/mustn't*

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Year 3 Spelling programme: Term 3

NLS Framework objectives

Pupils should be taught:

Phonics, spelling and vocabulary

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:
- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 to identify short words within longer words as an aid to spelling;

9 to recognise and spell the prefixes *mis-, non-, ex-, co-, anti-;*

10 to use their knowledge of these prefixes to generate new words from root words, e.g. *lead/mislead, sense/nonsense,* and to understand how they give clues to meaning, e.g. *extend, export, explode; mislead, mistake, misplace;*

11 to use the apostrophe to spell further contracted forms, e.g. *couldn't*

Unit	Objectives	Content	Words
1	Phonics W2, W4 Morphemic W11 Sessions 1, 2, 5 Possible session 1 activities: Spot the difference	Discriminate syllables and segment words into phonemes Learn words and contractions. Note number of syllables and identify phonemes in each form. Learn position of apostrophe Apostrophe in elided words *Spelling bank,* p.19	Examples of words with apostrophes: *couldn't, wouldn't, shouldn't, weren't, hadn't, hasn't, shan't; we'll, he'll, she'll, you'll, who'll, they'll; he'd, we'd, you'd, who'd, they'd; we're, you're, who're, they're; we've, you've, they've*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	Further revision and extension of words with apostrophes	Examples of high frequency words with apostrophes: *couldn't, wouldn't, shouldn't, weren't, hadn't, hasn't, we'll, you'll, we're, you're, we've, you've, I'll, I'm, I've, I'd*
2	Phonics W2, W4 Morphemic W8 Sessions 1, 2, 5 Possible session 1 activities: Clap and count	Multisyllabic words (words within words)	Examples of multisyllabic words where you can identify smaller words with associated meanings: *sign*ature, wo*man*, wo*men*, *child*ren, *lone*ly, *four*teen, *six*teen, *seven*teen, *eight*een, *nine*teen, a*nother*, be*cause*, *window*, *clothe*s, *ball*oon, *differ*ent, *birth*day, dis*appear*ance, *fright*en
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	High frequency words: 'th' and 'wh'	Examples of high frequency words with *th* or *wh*: *that, them, there, then, their, than, these, those, they're, they've; when, what, where, who, why, while*

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3	Phonics W1, W2, W4 Morphemic W9, W10 Sessions 1, 2, 5 Possible session 1 activities: Clap and count, Words in words	PiP step 7 revision in multisyllabic words Learn meaning of prefixes; identify further examples; use words in context Prefixes: 'mis', 'co', 'non', 'anti', 'ex' *Spelling bank,* p.17	Examples of words with range of prefixes also containing long vowel phonemes: *misbehave, miscalculate, misplace, miscount, misdeal, misfire, misfortune, mishear, misinform, misread, mistake; non-smoker, non-starter; export, explode, exchange, exclaim, external, exile; cooperate, co-writer; antidote, antifreeze, anti-clockwise*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	HF words: cross-curricular, e.g. Design & technology, Unit 3D	Examples of cross-curricular words, e.g. *choice, decoration, quality, purpose, rolling, cutting, layering, board, frame, distance, near, far, close, wide, narrow, deep, shallow, thick, thin, photo, photograph, photographer*
4	Phonics W1, W2, W4 Morphemic W9, W10 Sessions 1, 2, 5 Possible session 1 activities: Joining words, Find your team	PiP step 7 revision in multisyllabic words Check understanding of meaning of prefixes; generate new words from root words; use words in context Prefixes: Revise all prefixes from Y3 *Spelling bank,* p.18	Examples of words with range of prefixes also containing long vowel phonemes (revision terms 1 and 3): *ungrateful, unworn, unknown, preview, premature, prepare, decrease, depart, replay, rebound, return, disagree, disappoint, disappear, misbehave, mishear, exclaim, cooperate, anti-clockwise*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	Numbers to twenty	*zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*
5	Phonics W1, W2, W4 Morphemic W9, W11 Sessions 1, 2, 5 Possible session 1 activities: Word sort, Guess my word	PiP step 7 revision in multisyllabic words Revise plurals, building on work in Term 2, Unit 3 *Spelling bank,* p.10 Investigate words ending in vowels, 'f','y' and irregular plurals	Examples of words containing long vowel phonemes to use for plural investigation: *scarf, hoof, knife, thief, daisy, story, country, birthday, holiday, cargo, peach, torch, circus, tooth, goose, mouse, sheep*
	Strategies W6 Practice W7 HF words W3 Sessions 3, 4, 5	Cross-curricular words, e.g. conjunctions and time/sequence words	Examples of cross-curricular words, e.g. conjunctions and time/sequence words: *if, so, while, though, since, when, because; first, then, after, meanwhile, from, where, until, finally, eventually, suddenly*

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Activities for investigating conventions

Ideas for session 1

Activity	Page	Subject	Possible session
Add race	57	Adding endings, e.g. *ing, est* Words ending in *le*	Year 2 1:2, 1:3, 1:4, 1:5 Year 3 1:1, 2:2 , 2:4, 2:5
Clap and count	62	Compound words Prefixes and suffixes	Year 2 2:2, 2:3, 2:4, 2:5, 3:1, 3:3, 3:5 Year 3 1:4, 1:5, 2:1, 2:4, 2:5, 3:2, 3:3
Find your team	60	Adding endings, e.g. *ing, est* Words ending in *le*	Year 2 2:1, 2:5, 3:2 Year 3 1:2, 1:3, 3:4
Guess my word	56	Adding endings, e.g. *ing, est* Words ending in *le*	Year 2 1:2, 1:3, 1:4, 1:5, 2:1 Year 3 1:1, 2:3, 3:5
Have you spotted it?	59	Past tense	Year 2 1:4, 1:5 Year 3
Joining words	63	Compound words Prefixes and suffixes	Year 2 2:2, 2:3, 2:4, 3:1, 3:3, Year 3 1:4, 1:5, 2:1, 2:4, 2:5, 3:4
Loop the loop	66	Elisions	Year 2 1:4, 1:5 Year 3 1:1
Phoneme frame	58	Past tense	Year 2 1:4, 1:5 Year 3
Phoneme spotter	64	Vowel digraphs 'W' special	Year 2 1:1, 3:2, 3:4 Year 3 1:3
Short vowel rap and sort it	68	Adding endings, e.g. *ing, est* Words ending in *le*	Year 2 1:1, 1:2, 1:3 Year 3
Spot the difference	65	Elisions	Year 2 Year 3 3:1
Words in words	67	Prefixes and suffixes Compound words	Year 2 2:4, 3:1, 3:3, 3:5 Year 3 1:4, 1:5, 2:4, 2:5, 3:3
Word sort	55	Adding endings, e.g. *ing, est* Words ending in *le*	Year 2 1:1, 1:2, 1:3, 1:4, 1:5, 2:1, 3:2, 3:3, 3:4, 3:5 Year 3 1:2, 1:3, 2:2, 2:3, 3:5

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Activities to introduce the past tense

Before you teach children to spell past tense forms of verbs, it is important that they gain an understanding of the *meaning* of *past tense*.

Using familiar texts

Use your literacy hour text as the basis for discussion about tense.

- Find extracts of past tense narrative and ask children to describe what is happening in the present tense. For example, use extracts from *Funnybones,* e.g. where the skeletons leave the cellar, climb the stairs and walk to the park.
- Let the children compare the two versions. Discuss how they are different in both meaning and language.
- Use the words 'yesterday' and 'today' to reinforce the different meanings.
- Find bits of present tense dialogue in the text and ask children to retell it as past tense narrative.

Many familiar poems are a good length for transposing tenses. For example, the poem on the left has been transformed into the poem on the right.

Billy is blowing his trumpet;	*Billy blew his trumpet;*
Bertie is banging a tin;	*Bertie banged a tin;*
Betty is crying for Mummy	*Betty cried for Mummy*
And Bob has pricked Ben with a pin.	*And Bob pricked Ben with a pin.*
Baby is crying out loudly;	*Baby cried out loudly;*
He's out on the lawn in his pram.	*He was out on the lawn in his pram.*
I am the only one silent	*I was the only one silent*
And I've eaten all of the jam.	*And I'd eaten all of the jam.*
Anon.	

- Choose a poem and read it aloud.
- While the children can still see the text, work together to identify and underline the verbs.
- Discuss the tense of the original poem.
- Ask children to tell you the past tense forms of the verbs they identified.
- Scribe a new version of the poem, with the past tenses written in.
- Discuss the differences between the two poems.

Using specially written texts

Using texts to focus children's attention on *-ed* verb forms is sometimes tricky because so many common verbs have irregular past tenses. However, writing simple sports commentaries, which can then be rewritten as past tense report texts, is a familiar context in which to practise transforming verbs. For example:

> *Jones sprints down the right wing. Collier passes him the ball. Jones darts forward, spots Carrick and aims carefully. Kirby tries to take the ball but Carrick dodges him, dribbles the ball neatly round Kirk and kicks it high to Johnson. Johnson heads the ball into the goal and scores. One – nil. The fans clap, cheer and hug each other.*

- Can the children identify and underline the verbs?
- Establish that a football commentary is describing action as it happens – it is in the present tense.
- Tell the children that you are going to work together to rewrite the commentary as a report in the newspaper. The report will be written after the game, so will need to talk about what happened in the past tense.
- Model how you would amend the first sentence to show the past tense: *Jones sprinted down the right wing*.
- Ask groups of children to write the past tense forms of the underlined verbs on their whiteboards.

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- Go through the text, amending all the verbs to show the *-ed* form.

An independent activity involves the children comparing two texts, one written in the past and the other in the present. You could explain the activity using two enlarged texts (or a split screen on a whiteboard). Tell the children the object of the activity and find the first example of where the two texts differ. Underline/highlight and number it on both versions. Discuss the differences with the children. Highlight, number and discuss the next two or three examples. Make a list to categorise the differences, e.g. past tense can be present tense with *ed* added (work/worked) or it can be a different word entirely (catch/caught). The children continue on their versions of the texts, working in pairs.

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Word sort

Aim of activity: *To categorise words according to their spelling pattern.*

Use this activity to investigate:
- the rules for adding *-ing, -ed, -er, -est, -ful, -ly* and *-y*, plurals (use two word strips, e.g. sit/sitting)
- how to differentiate spelling patterns, e.g. spelling pattern words ending in *le*; different representations of the same phoneme; the 'W' special.

Preparation: For whole-class work: Make a set of word cards exemplifying the spelling patterns you are investigating, attached to a flipchart/whiteboard with reusable adhesive so that they can be moved around.

For independent work: Provide further word cards for each group of two or three children. The choice of words can be tailored to the children's ability.

Whole-class work
- Select a word, read it out and place it at the top of the board. Underline the part of the word that you are looking at and explain what you are investigating, e.g. *how the vowel phoneme is spelt; how the root word has changed in the second word.*
- Ask the children to identify other words that follow the same pattern. Challenge them to explain their suggestion and then move the words into the column.
- When all the words have been identified, start a new column and ask the children to explain what is different about this spelling pattern.
- If they suggest a word that does not fit the pattern, start a new column and challenge them to find other words that would go with it.
- When the words have been sorted, ask the children to suggest spelling rules based on what they can see. Note their suggestions so that they can refer to them in independent work.

Independent work
- Provide further word cards for the children to sort, working in small groups (2–3).
- Children use the same categories as before and take it in turns to place a word in one of the columns. The other group members must agree.
- Words that they cannot place can go into a 'problem' pile.
- The group compose a label for each column which explains what the words have in common.

Plenary
- Look back at the rules that were suggested earlier and ask the children whether they were able to apply them when they sorted their own words.
- Look at the 'problem' words and help the children to categorise them. Talk about exceptions to the general rules and ways to remember these spellings.

Video example: Progression in Phonics video, clip 25: Rhyming word generation/Word sort, 53:11.

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Guess my word

Aim of activity: *To construct and explain the rules for how words are spelt.*

Use this activity to reinforce rules for adding *-ing, -ed, -er, -est, -y*

Prerequisite: Children need to have had previous experience of adding *-ing* or *-ed* and to have investigated the rules and be able to distinguish long and short vowel phonemes

Preparation: For whole-class work: Make a list of words that demonstrate a particular rule (with a few exceptions, if appropriate).

For independent work: Devise 10 'clues' (descriptions of words) to be displayed around the room. Provide a list of words to 'match' for each child.
(The game is described as if the focus were adding *-ing.* Modify appropriately for *-ed, -er, -est, -y.*)

Whole-class work

- Look together at the word list and read through, explaining any words that are likely to be difficult for individuals to read. Demonstrate the activity by reading a 'clue', i.e. giving a description of one word on the list and asking the children to guess it (e.g. begging: the root word has three phonemes; the *ing* form is made by doubling the *g* before adding *ing*).
- Ask children to secretly choose two to three words from the list and write down a clue that describes each word in its *ing* form. Work with the group needing most support, acting as scribe.
- Invite individuals to read out one of their descriptions to the class. The children write down on their whiteboards the word that they think is being described. The reader checks whether they are right. Everyone with a correct answer receives one point and the total number of correct answers is awarded as points to the questioner.
- Continue with as many different words as possible and find out who has the most points at the end.

Independent work

- Display the 'clues' (descriptions of words) and provide a list of words to match for each child.
- The children can be detectives, going round the room examining clues. They read the clues and then indicate which word it matches on their list.
- Children can go on to think about whether there are any other words that would also match this particular clue. Add these words to the list.

Plenary

- Involve children in giving the solution to each clue and check that they are right. Were there any alternative words that would also match the clue?
- Talk about any words that caused difficulty. Was the clue hard to understand?
- Talk about the rules that were demonstrated by the words used in this activity.

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Add race

Aim of activity: *To practise adding endings.*

Use this activity to revisit the rules for: adding *-ing,* adding *-ed* and adding suffixes *-er, -est, -ful, -ly* and *-y.* (The game is described as if the focus were on adding *-ing.* Modify appropriately for *-ed,- er, -est, -y.)*

Prerequisite: Children must have investigated and learned the appropriate spelling rules and be able to distinguish long and short vowel phonemes

Preparation: For whole-class work:

- Draw three numbered columns on the board. Question: What do we have to do to the verb when adding *-ing*? The three columns are labelled: 1. nothing, 2. double the final consonant, 3. drop the e.
- Prepare 18 cards: six cards with a verb on each for each of the three rules.

For independent work: For each group, prepare a set of verb cards (three for each rule) and a piece of paper with the three columns drawn and labelled.

Whole-class work

- Revise the rules for adding *-ing* to a verb.
- Explain that this game is a race to see which column will fill up first.
- Shuffle the verb cards and place them face down in front of you.
- Show the first card. If there are children in the class who may not understand the word, ask someone to think of a sentence using the word (e.g. I smile at my cat).
- Ask the children to discuss with their talk partners which column the verb belongs in.
- Ask the children to show the card (or raise the number of fingers) to indicate which column the verb belongs in.
- If some children have the incorrect card/number of fingers up, explore why they made this decision.
- Place the word in the correct column.
- Repeat for more verbs. Note which column has filled up first and continue till the next one has filled. Stop the game there.

Independent work

- Children work in a group. Each child needs a whiteboard and pen and the group needs a piece of paper with three labelled columns.
- The verb cards should be placed in a pile, face down in the centre of the table.
- One child takes a card from the pile and shows it to the group.
- The children decide which column the word belongs in and try the word on their whiteboards. When all agree, one child records the word in the agreed column on the paper.
- Another child picks up the next verb card and all repeat the process.

Plenary

- Ask the children to read the words out for each column and check that all groups agree.
- Ask the children whether there were any words they disagreed on in their groups.
- If you have looked at adding other endings, e.g. *-ed, -y, -est,* discuss whether there are similarities or differences between the rules.

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Phoneme frame

Aim of activity: *To reinforce children's understanding and application of the 'ed' spelling pattern for the past tense.*

Prerequisite: Children must have an understanding of the grammar of past tense and the ability to segment words into phonemes.

Preparation: For whole-class work:

- Draw a set of five- and six-box phoneme frames on the board. (See *Progression in Phonics* PCM 2 for phoneme frame.) Give pairs of children a five- and six-box phoneme frame (e.g. on a laminated card so that it can be reused).
- Prepare a set of word cards and place these in a bag, e.g. *rounded, helped, turned, begged, hissed, wanted, sorted, hummed, waded, washed, hated, greased, lived, robbed, rocked, laughed, called, roasted.*

For independent work:

- Make three lotto boards per group (boards have six spaces with verb roots written in; each board represents a different group of words when categorised by pronunciation), e.g.
  - Board 1 *land, want, sort, start, roast, load*
  - Board 2 *turn, beg, live, rob, call, name*
  - Board 3 *laugh, hiss, wash, rock, help, jump.*
- Make sets of 18 word cards for each group (cards have the *-ed* form of the verb), e.g.
  - *landed, wanted, sorted, started, roasted, loaded*
  - *turned, begged, lived, robbed, called, named*
  - *laughed, hissed, washed, rocked, helped, jumped.*

Whole-class work

- Pick a word from the bag and read it out without showing the children.
- Working with a partner, they say the word to themselves, segment and count the phonemes. They decide which phoneme frame to use and have a go at writing it with one phoneme in each box.
- Say 'Show me' as the signal for the children to hold up their frames.
- Demonstrate how to spell the word correctly using a frame on the board and ask the pairs of children to check their own spellings.
- Repeat for about six words and look at the words that have been written. What spelling pattern do they all have? Emphasise that even when the final phoneme sounds different, e.g. *jumped,* the spelling pattern is still the same. Challenge the children to explain why this is (past tense of verbs). Look closely at the phoneme frames. Sometimes the 'ed' ending is two phonemes (e.g. *wanted*) and sometimes only one (e.g. *grasped*).

Independent work

- Play 'Past tense lotto'. Children work in groups of three with one board each (or six with one board between two) and word cards spread face down on the table.
- Children take it in turns to pick up a card, read out the word and check who has the verb on their board. They continue until one player has covered their board.
- Children then take it in turns to read the word on their boards. What do these words have in common? (The 'ed' ending is pronounced in the same way.) They have a go at writing a label to explain what the words have in common.

Plenary

- Draw together the work from whole-class and independent work by asking what all the words they have looked at today have in common. What is the representation of verbs in the past tense?
- Look at children's explanations of the three different word categories and discuss.
- Reinforce the learning: the pronunciation may be different but the words have a common spelling pattern.

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Have you spotted it?

Aim of activity: *To practise identifying the 'ed' ending in words using knowledge of verbs and context of the text.*
To deepen understanding of the function of words ending in 'ed' in a text.

Prerequisite: Children must have an understanding of the grammar of past tense.

Preparation: For whole-class work:
- 'ed' card for each child;
- text written in the past tense where the verbs end in *-ed*, for reading aloud, e.g. ALS module 3, lessons 5–8, pages 44–47, lesson 11, page 50.

For independent work: Copies of another text where the past tense verbs end in *-ed*, e.g. from ALS module 3.

Whole-class work

- Ask children to think of an example of a verb in the past tense. Review the fact that the past tense is normally represented by 'ed'.
- Explain that you are going to read a story that is written in the past tense. They need to spot the *-ed* endings by listening carefully and holding up their cards when they hear one.
- Make a mark on the board every time the children indicate an *-ed* ending and then count them up.
- Display an enlarged copy of the text and count how many *-ed* words there are. Compare this to the number suggested by the children and talk about any words that caught them out (e.g. those that sound like 't' instead of 'd'). Review the different pronunciations but same spelling pattern of the *-ed* ending using examples from the text.

Independent work

- Pairs of children have copies of the second text (more confident readers could support less confident).
- Children read the text through and highlight all the words ending in *-ed*. Count how many they have found.
- They then look carefully at each word in turn and think about the job that it is doing in the sentence. What can they say about the job of all the *-ed* words? Each pair needs to write a sentence under the text using the stem *The words with -ed endings are*….
- Children could go on to try replacing an *-ed* word with an alternative, checking that the sentence still makes sense. What do they notice about the words that they substitute?

Plenary

- Display a copy of the second text and read it through as the children follow on their own copies. Award one point for each *-ed* word they identified and a bonus point for reaching the target number of words.
- Ask several children to read out their sentences about the function of the *-ed* words. Assess their ability to make a generalisation and to explain the function of verbs.

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Find your team

Aim of activity: *To help children recognise 'family groups' when looking at spelling patterns.*

Use this activity for:
- sorting words into sets according to spelling pattern or pronunciation (e.g. spelling conventions for words ending in *le*, or ways of pronouncing *wa* and *ch, ph, wh*);
- finding sets of related words (e.g. root verb, *ing* form and *ed* form).

Prerequisite: Children can read the words.
The activity described is for making spelling choices for words ending in *le*.

Preparation: For whole-class work: Prepare three sets of two 'captains' cards' and word cards for the rest of the class (one word each).

For independent work: Make sets of 24 word cards (six 'teams' of four words) for each group of four (the card showing the main word and the other three needed to make up the 'team', e.g. bottle – battle, nettle, settle).

Whole-class work

- Appoint 'captains' who need to search for the rest of their team. (The number of captains depends on the number of categories you are sorting the words into, e.g. in the game described below there will be three captains.)
- Give each captain a card with a prompt to help them look out for a particular spelling pattern and stick another copy of the card on their back.

two different consonants before **'le'** e.g. candle	a double consonant before **'le'** e.g. bottle	one consonant before **'le'** e.g. beetle

- Give out a word card to each child (less confident readers may need to be paired with more confident). Ask them to read their word and look carefully at how it is spelt.
- When you say 'Go' the captains start checking the word cards and adding people to their team. Meanwhile the rest of the players are looking for their captain. They can go and join their team if they think they know where they belong.
- Stop the children after a few minutes and look at each team's cards in turn. Award two points for each correct word card and work out which is the winning team.

Word cards:

candle	bottle	beetle
grumble	battle	poodle
wrinkle	middle	dawdle
handle	muddle	noodle
tumble	giggle	needle
simple	nettle	steeple
bundle	apple	sparkle
stumble	bubble	hurtle
tinkle	buckle	startle
single	trickle	people

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After the game, ask the children what they notice about the vowels in their team's words. (All long, or all short, vowel phonemes.) Help them to form a rule for when it is necessary to alter the spelling of a word when adding *le*. (If a word contains a short vowel, there are always two consonants between the vowel and *le*. If there is only one phoneme, the letter is doubled; *ck is the same as a double letter*.) Relate to rules for adding *-ing*.

Independent work

- Play 'Make the team' in groups of four. (This game follows the same format as Rummy.) Before playing for the first time, the group spread the cards out and sort them into the three teams. Can they identify what the words have in common? How could they describe them without saying the actual word? e.g. *They have a short vowel and a double letter before the 'le'. They have a long vowel. They have a short vowel and two consonants before the 'le'.*
- The word cards are shuffled and five are dealt to each player. The rest of the cards are placed in a pile face down on the table.
- The players arrange their cards in a fan so no one else can see and begin sorting them into teams. If a player has three cards of the same team, they place them face up on the table and explain how they are in the same team.
- The youngest player picks up a card from the pack and places it next to the same cards in the team in their fan. If they have now got three cards of the same team, they place them face up on the table and explain how they are in the same team.
- The next player picks up a card and if they have now got three cards of the same team, they place them face up on the table and explain how they are in the same team.
- The game ends when one player has no more cards in their fan.

Plenary

- Look at similarities between the rules here and rules when other endings are added.
- Point out that there are other *l* endings (*label, total)* but that *le* is the most common, particularly after short vowels.

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Clap and count

Aim of activity: *To provide a routine for spelling 'long words'.*

Use this activity for spelling compound words, words with prefixes and other multisyllabic words.

Preparation: For whole-class work: Prepare word cards, each card showing one word.

For independent work: Prepare differentiated sets of word cards (4–12 per group, depending on ability).

Whole-class work

- Say a two-syllable word, clapping the syllables.
- Do the same with words with three and more syllables, including some of the children's names.
- Point to two children with different numbers of syllables in their names. Clap one of them and ask the children which one you are clapping.
- Clap a two-syllable word and draw two lines or boxes on the board for each syllable.
- Ask the children to write down the letters for the phonemes in the first syllable and show you.
- If they are not all correct, take different versions from the children and discuss them.
- Repeat with the second syllable.
- Say another word and ask the children to clap it and draw boxes for the number of syllables on their whiteboards and show you.
- Discuss deviations in the responses.
- Ask the children to write down the letters for the phonemes in the first syllable and show you.
- If they are not all correct, take different versions from the children and discuss them.
- Repeat with the second and subsequent syllables.
- Summarise the routine, with the children joining in, to help them to remember it: clap and count the syllables, draw the lines, write the letters.

Independent work

- Children should work in groups of up to four to play the 'Clap and count-draw-write' challenge.
- Shuffle the word cards and put them in a pile, face down in the centre of the table.
- When it is their turn, each child should take the top word from the pile, read it aloud and put it face down in front of them.
- The children go through the same routine: clap and count the syllables, draw the lines, write the letters.
- The card is then revealed and everybody checks the accuracy of their spelling, awarding themselves one point for the correct number of syllables and one point for each syllable spelt correctly.
- Repeat until each child has had at least one turn and then add up the totals to determine the winner.

Plenary

- Focus on children applying this strategy 'silently' (i.e. without stopping and clapping when trying to work out a spelling).
- Read out five new words for the children to try and write 'secretly' using the routine: clap and count the syllables, draw the lines, write the letters. But they must not give away the number of syllables. You could show them how to tap very quietly with their finger to work out the number of syllables secretly.
- Write up the words and support children in checking their words. What are the tricky bits in each of the words? How does this routine help?

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Joining words

Aim of activity: *To spell a grammatical compound word, words containing prefixes.*

Use this activity for teaching compound words and for exploring words containing prefixes.

Prerequisites: Children should know the meaning of any prefixes they are working with or know that a compound word consists of two independent words joined together.

Preparation:

- For Year 2: prepare large cards with either words to be made into compounds, or prefixes and words that can be joined.
- For Year 3: prepare a simple grid with five squares along and five down, marked by the letters A–E and numbers 1–5 to enable children to identify words by using co-ordinates. Write one bit of a word that can be made into a compound in each square.

For independent work: Provide sets of word or prefix cards for each group of children.

Whole-class work (Year 2 version)

- Give each child a word (or prefix) card. Check that they can read it and explain that each of them will be able to join with a partner to make a new word.
- Ask them to remember what their card says and to hold it in front of them for others to see. They need to look around the room and find a partner. They could hold hands (or just put the cards together) and show their words.
- Go round asking each pair to say the word they have made and make a list. Check that all the words are 'real' ones and try different combinations. Can they add to the list?

Whole-class work (Year 3 version)

- Ask a child to give a grid reference to identify a word (e.g. *every*). Another child should give a second grid reference to identify a word that can be added to the first word to make a compound word (e.g. *one*).
- All children should quickly write the new compound word on their whiteboard and show it.
- Discuss whether or not there are any spelling implications in making the compound word. (In general there aren't. The exception is in words like *no-one*, which may need a hyphen in order to avoid confusion.)
- Continue to make new compound words.

Independent work

- Each group of children has a set of word cards (e.g. for compound words *some*, *any, no, every, thing, one, body, where.* For prefixes *re, dis, appear, organise, place, view*).
- They spread them out and take it in turns to join two together to make a new word. Read each one aloud – does it sound like a word that they have heard before?
- The children record the words they make and see how many different combinations are possible. Each card can be used more than once to make different words, e.g. *everyone, someone, replace, displace,* etc. but not all the combinations may be words.

Plenary

- One child reads out their group's list. Others cross off any words on their list which are read out. The group with the highest number of genuine words that no other group has got is the winner.
- Discuss the spelling implications of making compound words. Are they the same as for adding suffixes and morphemes? (No!)

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Phoneme spotter

Aim of activity: *To practise listening for the vowel sounds in words and attributing different spelling patterns to the same sound.*

Use this activity for teaching different letter patterns to represent different vowel or consonant phonemes.

Prerequisites: The children need to be able to aurally distinguish the target phoneme.

Preparation: For whole-class work: Enlarged version of a story/poem illustrating the phoneme to be learned (see ALS materials for phoneme spotter stories for different vowel phonemes – ALS module 3: PCM 3.6B '*(p) u (t)*' phoneme; PCM 3.14 '*ar*' phoneme; PCM 3.16 *augh* / *al(k)* / *ar* / *aw*; PCM 3.21 '*ur*' phoneme).

For independent work: Child-size versions of the story for pairs of children.

Whole-class work

- Display the enlarged version of the story/poem.
- Read two or three sentences of the story/poem.
- Ask the children if they noticed the focus vowel sound in lots of the words.
- Read the story and as you read a word containing the focus vowel sound the children should raise their hands and say the vowel sound.
- Give out child-size copies of the story/poem to pairs of children.
- Read the story again and this time as you come to the focus phoneme underline the letter/letters representing that phoneme. Ask the children to do the same on their copies.
- Carry on through the story as far as you can get in the time available.
- The children will need their copies in independent time.

Independent work

- Prepare the children's workbook or sheet of paper by drawing a line down the middle to make two columns.
- The children also need their versions of the story.
- The children should write a word from the story which contains the focus phoneme (an underlined word) in the left column and just the letters which represent the phoneme in the right column: e.g. *kneels, ee*.
- When they have finished, children should make a list of the different ways the focus phoneme is represented.
- If there is time to spare, they can look in books or elsewhere for words containing the phoneme.

Plenary

- Ask the children to share their observations about the distributions of spelling patterns. Is there any pattern, for example, where different spelling patterns occur in words (e.g. *oi* never occurs at the end of a syllable, but *oy* usually does)?

Video example: ALS video 'Phoneme Spotter', 53:23.

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Spot the difference

Aim of activity: *For children to understand how compound words compare to elided words (also known as contractions) and which letters are replaced by apostrophes.*

Use this activity to teach spelling and understanding of elided words.

Preparation: For whole-class work: Enlarged versions of two pieces of text for comparison – one with and one without elisions (at least 10 examples).

For independent work: Sets of word cards for each group of four (comprising about 20 pairs of cards with complete word and elision).

Whole-class work

- Display the two texts for comparison and ask for two children to volunteer to be the players. Give them each a highlighter pen.
- Read the first sentence of each text and ask the players to highlight the difference(s). They can confer! Continue in the same way until you have read through the text.
- The rest of the class also identify the differences and record these 'secretly' on their whiteboards.
- Go through, involving the whole class in commenting on the differences that were highlighted. Did the players find them all? Did the rest of the class record them all? Award marks out of 10 (or the number of differences). Who got the highest score – players or audience?
- Talk about the link between the complete words and elisions. What is missing? How is this indicated in the elision?

Independent work

- Play pelmanisim in groups of four. Spread the word cards face down on the table. The first child turns over two cards. If they are a pair (the complete word and the elision) the child keeps them and has another go. If they are not a pair, the words are turned back over. The other children must agree that they are a pair.
- Continue until all the words have been paired. The winner is the child with the most cards.
- Children can go on to categorise the pairs of words, e.g. by the letter that is missing in the elided form.

Plenary

- Reflect on the pairs of words. Which letters are most often replaced?
- Write some of the elided forms on the board (including those like *should've*) and ask children to write the full forms on their whiteboards. Discuss ambiguities (e.g. *I'd = I had* and *I'd = I would*). How can these be resolved?
- Talk briefly about text types in which you are less likely to find elided forms (more formal texts, including many non-fiction text types).

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Loop the loop

Aim of activity: *To help children understand past tense.*

Use this activity to teach and reinforce rules for adding *-ed, -ing, -es.*

Prerequisite: Children should be familiar with *–ed* as the regular past tense marker and should have been introduced for the rules for adding *-ed.*

Preparation: For whole-class work: Prepare domino cards in which the verb on the right-hand side is in the present tense (e.g. *smile*) and the verb on the left is in the past tense (e.g. *laughed*). Construct the game, so that for every past tense form there is a different domino with its present tense.

For independent work: Make sets of present tense verb cards.
(The game is described as if the focus were adding *-ed*. Modify appropriately for *-ing.*)

Whole-class work

- Give one domino to each member of the class.
- Choose one child to begin by calling out the present tense verb on their domino. The child who has the past tense form of that verb should call it out, then call out the present tense form written on the other side of their domino.
- The activity continues until all the children have called out the past tenses of their verbs.

Independent work

- Each group of children should work on one large piece of paper, divided into three columns: just add *-ed* / add another letter / change the root word.
- Shuffle the word cards and place them face down in the centre of the table.
- In turn, each child should turn up the top card, read the word aloud and write the past tense form correctly, in the right column on their whiteboards. The rest of the group should verify that the *–ed* form is correctly spelt, and then decide which column to write the word in.

Plenary

- Let the groups examine each other's work.
- Summarise the rules for adding *-ed*, making sure that the children can explain their decisions about how to add *-ed* to different words.

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Words in words

Aim of activity: *To investigate how adding suffixes and prefixes changes words.*

Use this activity to teach and reinforce prefixes and suffixes.

Prerequisite: When you are selecting words for this activity, consider the vocabulary used by the children in your class and select words that they are likely to know. Explore the function of the prefix/suffix using familiar words, then help to expand the children's vocabulary by asking them to predict meanings of other words with the same prefix/suffix. It may help children to know that most prefixes affect the meaning of the word, whereas most (but not all) suffixes change word class.

Preparation: Prepare lists of the words you want to discuss with children and differentiated sets for words for the children to work with in the independent session.

Whole-class work

- Show children two related words, with and without the prefix/suffix. Ask them what both words mean and what has been added to the root word to make the other word. Do the same with three more pairs of words using the same prefix/suffix.
- Ask the children in pairs to make up a sentence for each of two words and feed back to the class. Draw their attention to the different uses of each of the words.
- Ask the children to think of other words with the same prefix/suffix and to write the words on their whiteboards. Let children share the words with the class.
- If it is relevant, show an example in which the spelling of the root word is altered when the suffix is added. Discuss the implications for spelling.

Independent work: word match

- Give pairs of children the sets of words.
- Give them a set of instructions asking the following:
  - Look at the words and write down how you think the meaning of all the words has changed with the addition of the prefix/suffix.
  - Do any root words have to change when the prefix/suffix is added?
  - Write down any other words you know which can have this prefix/suffix.

Plenary

Take feedback from the investigation and extend it if possible. For example:

- make links to meanings/functions of other prefixes/suffixes;
- make links to spelling implications of other prefixes/suffixes.

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Short vowel rap and sort it

Aim of activity: *To recognise short vowel phonemes and distinguish them from long vowel phonemes.*

Use this activity to teach discrimination of long and short vowel phonemes.

Prerequisite: Children need to be able to aurally isolate a vowel phoneme in a word.

Preparation: For whole-class work: Draw life-size outlines of two children and make labels on sticky notes for monosyllabic body parts: *head, hair, nose, mouth, tooth, cheek, ear, eye, lip, neck, throat, back, spine, arm, hand, thumb, palm, front, rib, chest, hip, thigh, leg, knee, calf, foot, toe, sole*.

For independent work: Make lists of monosyllabic animals' names, e.g. *cat, dog, mouse, lamb, fish, horse, frog, bird, snake, bug, fly, lamb, sheep, wasp, fly, goat, hen, cow.*

Whole-class work

- Teach the class a way of remembering the short vowels, e.g. the short vowel rap (see below).
- Show the children one of the outlines. One by one, read the words on the labels and ask different children to come and stick the label in a relevant place on the body, drawing lines to the body part if necessary.
- Ask different children to come and remove the labels with short vowel phonemes and stick them on the other outline (which could be shorter). Keep chanting the rap as they do so to reinforce the short sounds.
- You should end up with one outline with labelled body parts with long vowel phonemes and another with short vowel phonemes. Reread all the words on both outlines and finish up by repeating the rap.

Independent work

- Let children work in pairs to sort the animals into two sets. One child should say each word aloud while the other listens and identifies the vowel phoneme. They should swap roles after each word.
- Can the children think of other animals they could add to the list?

Plenary

- Take feedback from the independent work. Were there any difficulties or disagreements?
- Ask the children to consider each group of words:
  – Are there more long vowel phonemes or short vowel phonemes?
  – Look at the spelling patterns in each group of words. Is the spelling of long vowel phonemes more or less predictable than the spelling of short vowel phonemes?

Short vowel rap (taken from ALS module 1, p.46)

a-e-i-o-u
That is how we say them
a-e-i-o-u
That is how we play them
We say them soft, we say them loud
Of our vowels we sure are proud
a-e-i-o-u *(whisper)*
a-e-i-o-u *(normal)*
That is how we say them

Video example: ALS video 52:50.

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Activities for teaching the tricky bits in words

Ideas for session 3

- These activities are designed to help children learn high frequency and cross-curricular words by developing their ability to identify the potentially difficult element(s) in a word (tricky bit).
- Use these ideas to plan for session 3 of your two-week spelling units. The activities can be adapted for the particular high frequency or cross-curricuar words you are working on in that unit.
- For all the activities, children will need whiteboards, pens and board wipers.
- Each activity requires the preparation of word lists or cards for whole-class and group use. These words would be selected from the relevant 'High frequency or cross-curricular word' section on the spelling programmes.

Find the tricky bit

Aim of activity: *For children to develop the skill of spelling as they write by identifying the tricky bit in a word that they have tried.*

Whole-class work: Exploring different tricky bits

Preparation: A list of high frequency/cross-curricular words.

- Introduce the activity, explaining to the children that the goal is to improve their spelling of certain words by being able to identify and check the tricky bit.
- Dictate the first word for the children to write on their whiteboards and ask them to underline any bit in the word they find difficult.
- Ask them to hold up their boards.
- Ask individual children to explain what they identified as the tricky bit and why.
- Copy some of their versions of the word, including the correct spelling, onto the class whiteboard and discuss the tricky bits in the word.
- Talk about the mis-spelt words and why the error was made, e.g. it may be phonetically plausible, the spelling and pronunciation are not the same, etc.
- Focus on the correct spelling by covering or rubbing out the others and underline the tricky bit, explaining why it can catch you out as you are writing.
- Agree a way of recalling the word for the future.
- Cover the word. Ask the children to say the word and to try spelling the word again on their whiteboards. Remind them to think carefully about the tricky bit.
- Ask them to hold up their boards again and compare the word to the original. Ask them to reflect on their progress – have they spelt it correctly this time? Do they understand why they made an error? Do they have a strategy for remembering the spelling?
- Repeat for other words on the word list.

Independent work: Tricky bit game

Preparation: Prepare between 6 and 10 cards for each group, differentiated according to the experience of the group.

- In groups of three or four, children have a pack of word cards face down.
- The first child takes the top card, reads the word aloud and places the card face down on the table.
- All the children (including the first child) write the word on their whiteboard and underline the bit they find tricky.
- The reader of the word turns the card over and all compare their versions. They identify those children who have the correct spelling and all decide how they will remember to spell the word in the future.
- The game continues with another child reading the next word in the pile.

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Plenary

Discuss how this activity has helped the children develop their spelling skills and how they will be able to check that their spelling is improving. Display the word list and ask each child to select one of the words used in the session – ideally one that often 'trips them up' when they are writing. Write it in their spelling log, underline the tricky bit and think of their strategy for remembering it. When they do independent writing they can expect to see an improvement in the spelling of this word.

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Match me

Aim of activity: *For children to develop their ability to learn a word by identifying the 'tricky bit'.*

Whole-class work: Find your partner

Preparation: Make a set of word cards with two copies of each word.

- Show children one word card. Read it out and demonstrate how to identify the tricky bit. Turn the card over and demonstrate how to write the particular letter string/part of the word that can catch you out. Explain that this game will help them to identify the tricky bit in the words you are learning in this unit.
- Hand out one word card to each child. Children read their word secretly. Give them time to write the tricky bit on the reverse of their card, supporting if necessary.
- Children get up and go. In 3–4 minutes, children have to find a partner with the same tricky bit written on the back of their word cards. If they also have the same word they can sit down, otherwise they need to keep on looking for the partner.
- Collect all the children who have not found their 'tricky bit partner'. Help them to compare words and pair up.
- Select several pairs of cards and stick them up so the class can see them (one showing word, one showing tricky bit). Ask the pairs to explain their choices. Discuss strategies for remembering the spelling.
- Display the cards of the children who identified different tricky bits. Ask individuals to explain their choice and involve the class in advising which part of the word often catches people out.

Independent work: Tricky bit pairs

Preparation: Make a set of word cards with two copies of each word (six words with two copies of each – increase the number of cards for more confident players).

- In groups of three, children shuffle and then deal out a pack of word cards.
- The children look at their words and secretly mark the 'tricky bit' on each of them by underlining or highlighting particular letters.
- Child 1 can ask any other child in the group, 'Do you have a card with (*say the tricky bit letter pattern e.g.* eir, eo, *etc*.)?'.
- If the other child has a card with that tricky bit identified they must hand it over. Child 1 compares the words and if they match, places both cards face up on the table. Play then passes to the next player.
- If the words are different, Child 1 must return the card. Play then passes to the next player.
- If the other child has not got a card with that tricky bit identified, play passes to the next player.
- The winner is the first child to lay down all their cards on the table, having identified the same tricky bit in all their words as another child identified.

Alternative game for children needing more support: Tricky bit pelmanism

Preparation: Make sets of word cards for each pair of children (six pairs of words). On each card, highlight the tricky bit of the word.

- Children spread out the cards face down. They take turns to turn over two cards. If they match they keep them, if not the cards are returned. Continue until all the pairs have been picked up.
- At the end of the game, spread out the pairs, read each word and look carefully at the highlighted tricky bit.

Plenary

Take feedback from the children, focusing particularly on words for which there was no agreement as to what was the tricky bit. Ask the children to explain their reasons for their choice of tricky bit and discuss the most common errors with this particular word.

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Describe the word

Aim of activity: *To help the children to learn to spell the high frequency words that they need for writing by thinking about why words are spelt in a particular way.*
To articulate word construction focusing on letter patterns, phonemes, morphemes, etc. in a word.

Whole-class work: Take it apart and put it back together

Preparation: Set of large word cards and blank strips of card (for writing sentences).

- Introduce the activity by explaining that if we understand why a word is spelt in a particular way, it can help us to remember how to spell that word accurately when we are writing.
- Write a high frequency word on the board. Ask the children why they think it is spelt like this. Give some thinking time and then take feedback.
- Follow this sequence to 'Take it apart and put it back together':
    1. Children say it out loud and clap the syllables – underline these on the board.
    2. Children count the phonemes and hold up the correct number of fingers. Draw in sound buttons on the board.
    3. Children spot any other distinctive features – note these and/or highlight the particular part of the word.
    4. Put it all together in a description: children suggest a sentence orally – select succinct and accurate ideas and write a description on a strip of card, e.g. *their*: This word has one syllable, two phonemes and it begins with the letters *t-h-e* just like two related words *them* and *they*.
    e.g. *wanted*: This verb has two syllables, six phonemes, it begins with the 'w' special and has an 'ed' ending for the past tense.
- Continue with more high frequency words so that children get used to the routine.
- Check children's understanding of the descriptions. Give individual children the sentence strips and cards with the words that you have described. Ask them to read their cards.
- The first child brings their sentence strip out and sticks it on the board. Read the description together and ask the child who has the correct card to bring it out. The first child checks the word and sticks it up if they are happy with it. The other children do 'thumbs up' or 'thumbs down' to show whether they agree. Repeat until all the sentences are matched with words.

Independent work: Match descriptions to words

Preparation: Prepare differentiated sheets with a list of word descriptions and corresponding list of words.

- Children work in pairs. Each pair needs a list of word descriptions and a list of high frequency/cross-curricular words.
- Children should read the descriptions, decide which of the words from the word list best matches the description, and write the word in the box beside the description.

Extension (for pairs of children):

- Each child has a word and goes through the 'Take it apart and put it back together' sequence to come up with a sentence to describe it.
- They take it in turns to read out their sentence. Can their partner guess the word? Is there anything to change or add to make the description more precise?

Plenary

Ask a child to describe a word (it could be a word on the list, or another word completely). Can any of the other children find a word that matches the description? Talk about how this activity can help them to learn particular spellings. They have taken words apart and looked at distinctive features. This will help them to remember the spellings. Ask each child to choose one word from the list and write it, with the description, in their spelling log. Challenge them to learn it. When they do independent writing they can expect to see an improvement in the spelling of this word.

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Memory

Aim of activity: *To develop familiarity with different strategies for memorising high frequency/cross-curricular words.*

Whole-class work:

Preparation: Make a folded A4 card for each memory strategy (listed below). Write the name of the strategy on the outside and the explanation on the inside. The mnemonic strategy should be on a different colour card (only use for emergencies!). Make a large set of word cards.

- Introduce the activity by explaining that in addition to knowing how a word is constructed we may need additional aids to memory.
- Show children the memory card and tell them that it contains four good ideas for helping them to remember spellings and one emergency idea (in case nothing else works!).
- Select one of the word cards, stick it on the board and read it together. Ask two children to come and pick out one memory card each. Read the cards through (explaining in more detail if the children are not familiar with the activity).
- Divide the class in two and allocate a memory card to each half. They have a few minutes to try using this strategy to learn the target word.
- Cover the original word and ask all the children to try spelling it. They hold up their whiteboards when you say 'Show me'. Check the number of accurate spellings on each side. Was one strategy more useful than another for this word?
- Repeat this process with two further cards and a different word. Compare the outcome and comment on how useful each strategy was.
- Finally, display the memory card with the mnemonic. Explain that, although they might know some mnemonics that they find useful, it would get very confusing to remember lots for all sorts of different words. Reserve its use as a 'last resort'.

Strategies	***Explanations***
1. Syllables and phonemes	"To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable." e.g. *Sep-tem-ber, ba-by.*
2. Roots	"To learn my word I can find the word root. I can see whether the root has been changed when new letters are added, e.g. for a prefix, suffix or a tense change." e.g. *smiling* – root *smile* + *ing*; *women* = *wo* + *men*; *signal* = *sign* + *al.*
3. Analogy	"To learn my word I can use words that I already know to help me." e.g. *could: would, should.*
4. Handwriting	"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."
5. Mnemonics	"To learn my word I can make up a sentence to help me remember it." e.g. *could - O U Lucky Duck; people – people eat orange peel like elephants.*

Independent work: Choose the best memory trick to remember a word

Preparation: each pair will need a list of the five strategies and differentiated word lists.

- Children work in pairs.
- They read the words from the list and decide which of the memory cards would best help them to remember that word.
- Children write the word beside the memory card.
- They then take time to use the different memory cards to learn the words on the list, recording where

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necessary, e.g. recording a word sum, writing down analogous words, practising handwriting, etc.
- Provide a 5-minute warning when children will move from learning to testing. They take it in turns to read out a word, cover it and then both have a go at spelling it correctly.

Plenary

- Let different pairs of children with the same word lists compare how they sorted the words on their list. How successful were they in spelling the words accurately? Did they find any strategies particularly useful?
- As a class, discuss any discrepancies between how children chose to sort their words. Establish that there is not necessarily a 'best way' to learn each word. Children must find a way that is successful for them.
- Ask each child to choose one word from the list and write it, with a note about their 'memory idea', in their spelling log. Challenge them to learn this word. When they do independent writing they can expect to see an improvement in the spelling of this word.

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What comes next?

Aim of activity: *To develop children's ability to spell as they are writing by consolidating awareness of likely letter patterns in high frequency words.*

Whole-class work: Shannon's game

Preparation: Select words to use for the game. This game is particularly good for words with common letter patterns or long vowel phonemes. Draw an animal on the board to be rubbed off bit by bit for each incorrect suggestion.

- This game is very similar to Hangman, except that the children have to tell you where each letter goes as well as what each one is. This helps to reinforce letter patterns rather than encouraging children to make random guesses at letters.
- Select a word from the list and draw lines indicating the number of letters. Ensure children understand that they have to guess the letters in the correct order. Put a heading on one side of the board 'Could be'. Explain that if they suggest a letter combination that is possible in English, but is not the correct one, you will note it under this heading.
- As you play, write letters given in the correct order onto the lines. Record guesses that are possible in English on one side and delete part of the animal for incorrect suggestions.
- When you have the complete word, reinforce the order of the letters by demonstrating how to write it in joined script as the children watch. Draw attention to common letter strings and show how to join them.
- The children can practise joining by moving their fingers in the air.
- Repeat the game for further words.

Independent work: Mixed-up words

Preparation: Sets of three to six word cards for each child (choice of words can be differentiated). Words should be printed or written in a grid with one letter per box so that they are easy to cut out.

- Children work in pairs. Each child has two to six different word cards. In secret, they cut up each word into separate letters and put them in a pile (being careful not to mix them up with the other words.)
- One child places a set of letter cards in a circle, as jumbled as possible. The other child must place the letters in the correct order to make a word.
- When they are happy that the word is spelt correctly, they both practise writing this word three times using joined script, to emphasise the letter pattern.
- Repeat this until all the words have been made.

Plenary

- Ask several children to feed back on how they unscrambled the letters to make a particular word, e.g. how did they know which letter was likely to go first? Did they spot any letters that are often found together? Were there any letters that they knew could not be found next to each other?
- Emphasise that remembering information about common letter combinations and patterns can really help when they are trying to spell a word. They will know that this strategy is working when they start to feel more confident at trying words in their writing, and making sensible attempts to spell words.

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Routines for practising and assessing spelling
Ideas for sessions 2, 4 and 5

Routines
The whole-class spelling sessions in each unit are allocated to practising and assessing spelling. Sessions 2 and 4 follow the same routine, reinforcing the patterns and conventions that have been taught in sessions 1 and 3.

In session 5 children apply what they have been learning throughout the unit to write dictated sentences and compose their own sentences. During the course of a term dictations need to be cumulative, revisiting words from earlier units so that children can apply all that they have learned.

The purpose of these routines is for children to:
- show what they have learned;
- practise writing words that follow the same pattern or convention;
- use the words in the context of a sentence;
- reflect on what they have learned and learn from their errors.

The children are involved in assessing their own learning as they check their work. They are encouraged to explain their decisions about spelling so that they can understand their success and overcome misconceptions. They use their spelling logs to record words that they often have difficulty with.

Learning words
It is suggested that children are given words to learn after sessions 1 and 3. The best way of doing this is by providing a sentence for children to learn so that they get used to using the target words in context. The sentences could be practised at home (or time allocated during the school day) and then children can show what they have learned by writing the sentences at the beginning of sessions 2 and 4.

Selecting words
Word lists for each unit are included in the spelling programmes for Years 2 and 3 (pages 40–51). Teachers can select the most appropriate words for assessment and can differentiate for different ability groups within the class.

Whole-class activities

Routines for sessions 2 and 4
Preparation: Select words from the relevant session and devise a sentence for dictation. Write out a list of all the words to be used in the session, and the final sentence.

Organisation: Children will probably find it easier to write if they are sitting at their tables for this session.

The routine is made up of four elements:

1. **Show me what you know**: Test the children on the words that they have been learning. Either read the whole sentence and ask them to write it, or read the individual target words.
2. **Spell the word**: Select five further words that were used in sessions 1 or 3 (or other words that follow the same pattern/convention). Remind children about the convention or spelling pattern they explored in the previous session. Explain that they will be able to use what they have learned to try spelling the words today. Read out one word at a time. Each child writes it, reads what they have written and checks that they are happy with it.
3. **Write the sentence**: Dictate a sentence which includes several target words. Break it into meaningful

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chunks, repeating each string of words several times. Give children time to check what they have written and remind them of the target features, e.g. *-ed* endings, different spellings of the long vowel phoneme, strategy for remembering a tricky bit, etc.

4. **What have I learned?**: Display the list of words for children to use when they are checking their own work. They work in pairs supporting one another in identifying correct spellings and underlining any errors.

   Focus on successful strategies, e.g. what have you learned that has helped you spell this word correctly? Encourage children to articulate what they know and how they have applied it. Then focus on some errors and help children to understand why they might have mis-spelt the word, e.g. were they tripped up by the tricky bit? Did they forget to apply the rule?

Routine for session 5

Preparation: Devise two sentences that include examples of all the words from this unit and incorporate words from previous units. Select three words for children to make into their own sentences. Write out the dictations and the words.

Organisation: Children will probably find it easier to write if they are sitting at their tables for this session. They should record their sentences in a notebook so that there is an ongoing record of their progress.

The routine is made up of three elements:

1. **Write the sentence**: Dictate two sentences which include target words from the whole unit and other words from previous units for reinforcement. Break each sentence into meaningful chunks, repeating each string of words several times. Give children time to check what they have written and ask them to look out for words that they have been working on in the unit. Is there a pattern to follow or a rule to apply?
2. **Create a new sentence**: Read out the three words that you have chosen and provide children with a theme, e.g. *Create a new sentence about children eating lunch using the words 'wanted', 'their' and 'shared'*. Give them time to write their sentences, read through and check them. Have they used the strategies they have been learning to recall the correct spelling?

   One (confident) child could write their sentence 'in secret' on the whiteboard. Reveal this sentence and ask the children to read it through. Which words are spelt correctly? Analyse any errors and talk about why they might have been made.
3. **What have I learned?**: Display the sentences from the earlier dictation and word cards for the new sentences. Ask children to check their work in pairs. They support one another in identifying correct spellings and underlining any errors.

   Were there words in this dictation that you have mis-spelt before? Did you get them right this time? What strategy did you use to remember the tricky bit? Did you spell the target words correctly in your sentence? Provide an opportunity for children to select one or two words to add to their spelling logs. These are likely to be words that they use regularly and find difficult to spell.

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Application of spelling in writing

Introduction

The spelling programme outlined in these pages builds on children's phonic knowledge to focus on systematic teaching of spelling strategies, conventions and rules. However, children's growing understanding of why words are spelt in a particular way is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their own work. This process is supported through:

- *Shared writing:* The teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills. (See *Developing Early Writing* pages 13–19 for further details.)
- *Guided and independent writing:* Children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation.
- *Marking children's work:* The teacher can assess the children's progress and their ability to understand and apply what has been taught. The teacher can identify targets for further improvement.
- *Teaching and practising handwriting:* Learning and practising a fluent joined style will support children's spelling development.

Marking children's writing

Marking provides the opportunity to see how well individuals understand and apply what has been taught and should always relate to the specific focus for teaching.

- **Set clear expectations when children start to write**: Remind them of the strategies, rules and conventions that they can apply. Expectations and marking will reflect the children's cumulative knowledge but the marking should not go beyond what has been taught about spelling. Ensure that the children know what the criteria for success are in this particular piece of work, e.g. *Now that you understand the rules for adding -ed to regular verbs I will expect you to spell these words correctly.*
- **Analyse children's errors**: Look closely at the strategies they are using. What does this tell you about their understanding? e.g. *'jumpt'* instead of *'jumped'* – child is using phonological knowledge but does not yet understand about adding *-ed* to verbs in the past tense.
- **Provide feedback and time to respond**: In your comments to children, focus on a limited number of spelling errors which relate to a particular letter string or spelling convention. Ensure that children have had time to read or discuss your feedback and clarify expectations about what they should do next.
- **Setting targets**: Present expectations for independent spelling in terms of simple targets that will apply to all the writing that the children do. These would generally be differentiated for groups, but it may be appropriate to tailor the target to include specific 'problem' words for an individual, e.g. *I expect to spell these words correctly in all my writing: 'said', 'they'*.
  Targets can be written into spelling logs for children to refer to regularly.
- **Self-assessment statements**: The summary statements below are based on the spelling programme for each term and the 'Target statements for writing'. They are designed to help teachers when marking, giving feedback and setting targets. They are also designed to be used by the children for self-assessment so they can monitor their own progress.

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Year 2	Self-assessment statements
Term 1	• I know the difference between short and long vowel phonemes. • I know that long vowel phonemes can be represented in different ways and I can make a decision about which spelling is most likely to be right. • I know what a verb is and how to add *-ed* for the past tense and *-ing* for the present tense. • I can spell these words correctly in all my writing: (*add target words for each group or child*)
Term 2	• I can count syllables in words. • I can divide compound words into 'chunks' to help me to spell. • I know what happens to the meaning of a word when you add the prefixes *un-, dis-.* • I know more ways of representing long vowel phonemes and I can use this to spell more words correctly. • I can spell these words correctly in all my writing: (*add target words for each group or child*)
Term 3	• I know about the 'W' special and I can spell words like *wash, want, was* correctly. • I know how to add the suffixes *-ly* and *-ful* to words. • I know that some words have the same spelling pattern but different sounds and I can use the meaning of the word to help me choose the correct spelling. • I can spell these words correctly in all my writing: (*add target words for each group or child*)

Year 3	Self-assessment statements
Term 1	• I know that I need to double the final consonant in root words with short vowels when I am adding *-ed* or *-ing*. • I can spell 'W' special words with more than one syllable, like *whatever,* etc. • I know what happens to the meaning of a word when you add the prefix: *un-, dis-, re-, pre-, de-* and I can spell new words from root words. • I can spell these words correctly in all my writing: (*add target words for each group or child*)
Term 2	• I can recognise common letter combinations for silent letters, e.g. *wr-, kn-, -mb*, and I can spell words with silent letters like *knee, thumb, write*. • I know what happens to the meaning of an adjective when you add *-er, -est, -y* and I can change the root word to spell the new word correctly. • I know what happens to the meaning of a word when you add the suffix *-ly, -ful, -less, -er, -able* and I can spell new words from root words. • I know the difference between singular and plural nouns and I can spell plurals correctly by adding *-s* or *-es*. • I can spell these words correctly in all my writing: (*add target words for each group or child*)
Term 3	• I know that two words can be contracted into one and I can add an apostrophe in the correct place. • I can spell some longer words by looking for a shorter word with a similar meaning inside the long word like *child* in *children* and *fright* in *frighten*. • I know what happens to the meaning of a word when you add the prefix *mis-, co-, anti-, ex-, non-* and I can spell new words from root words. • I can spell plural nouns correctly of words ending in *-f* or *-y*. • I can spell these words correctly in all my writing: (*add target words for each group or child*)

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Independent writing

- **Strategies for spelling during writing**
  Children need strategies to help them attempt spellings they are not sure of as they are writing, without interrupting the flow of their composition. Aim to build up routines where the children will try different strategies before asking for help (see mini-poster 'Things to do before asking someone').

- **Using spelling logs**
  Children can each have a log – ideally in the form of a loose-leaf folder that can be added to – to record the particular spellings that they need to focus on in their own work. It can be used in two main ways:

  1. As part of the spelling programme: a regular part of the spelling activities involves children identifying specific words from that unit's work that they need to continue to work on. These could be words exemplifying a particular pattern or convention or high frequency words. These words are put into their logs with tips on how to remember the spelling.

  2. To record spellings arising from each child's independent writing: these words will be specific to the individual child and be those ones that frequently trip them up as they are writing. They can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell the target words correctly in subsequent work.

  Children should have no more than five target words at a time and these should be reviewed at intervals, (e.g. each half-term). Children can look for evidence of correct spellings in their independent writing and remove the word from the list once it has been spelt correctly five times in a row.

  The teacher can write the child's spelling target into the log so that they can refer to it regularly.

Teaching proofreading

Objective: Year 3, Terms 1, 2, 3, Word 5: To identify mis-spelt words in their own writing.
Children need to be taught how to proofread their work as part of the writing process. This process should start during Year 2 and run throughout Year 3 so that children become increasingly confident in their ability to check and correct their work. This starts with demonstration in shared writing and is then applied in independent writing.

A teaching sequence for proofreading might look like this:

1. **Preparation**: Towards the end of a unit of work, after the children have revisited and revised their work in terms of structure and content, sentence construction and punctuation, the teacher selects an example of one child's work, writes it out and makes a few changes so that it is not immediately recognisable.

2. **Shared writing**: Read through the work as the children follow, explaining that you are looking for a particular type of spelling error, related to specific recent teaching focuses (e.g. the spelling of *-ed* endings.)
   Think aloud as you identify each error and go through a routine:
   – underline the part of the word that you think is wrong and explain your doubts;
   – try out an alternative spelling – does it look right?
   – check from another source, e.g. words around the room, another child, spelling log, dictionary;
   – write in the correct spelling.
   Repeat this until the target words have been corrected. Are there any patterns in these errors? Is there a strategy that would help us to avoid the same errors in future? (e.g. consonant doubling for short vowels).

3. **Independent and guided writing:** Children repeat the same process for their own writing. Less confident writers can be supported in this process with guided writing sessions.

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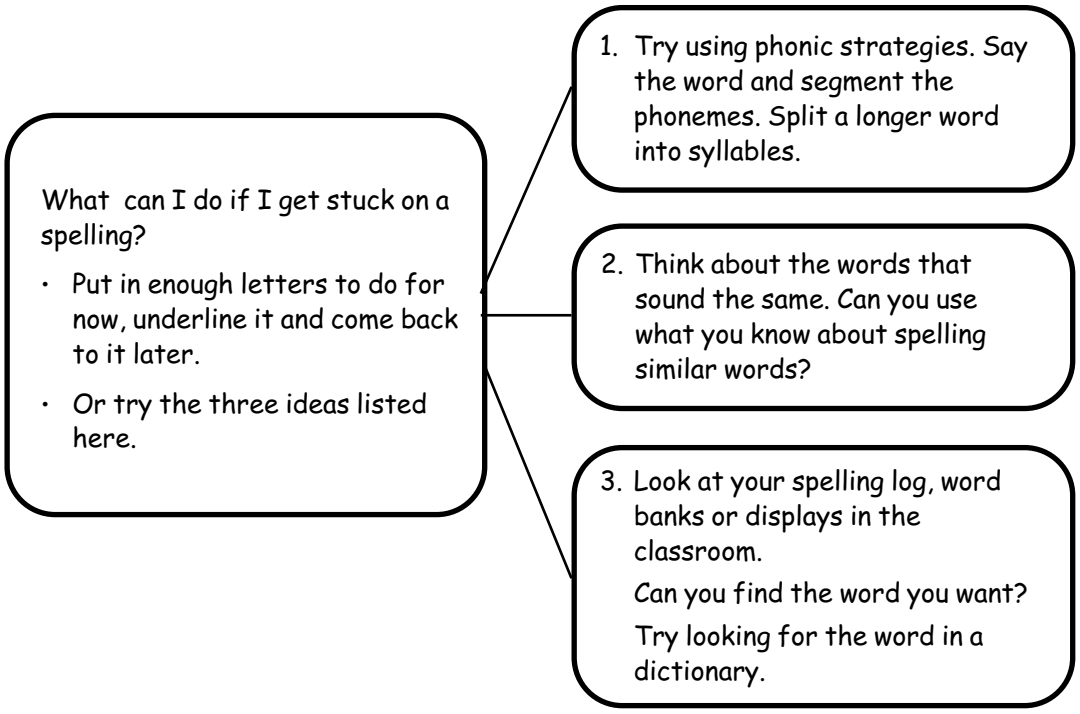
Links with handwriting

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked.

- **Handwriting sessions**
  As children are taught the basic joins throughout Year 2 they can practise joining digraphs as one joined unit. This can develop into practising letter strings and complete words linked to the specific focus for teaching in the spelling unit, e.g. joining *w-a* to support work on the 'W' special.
  High frequency words can be demonstrated and practised as joined units, e.g. *the, was, said.*
- **Spelling sessions**
  Children need to see the target words written in joined script as frequently as possible and to practise writing words, e.g. in dictations and at home, using joined script themselves.

Poster: Things to do before asking someone



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